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AS A POSITION OF PROFESSIONAL LEADERSHIP.

The University of Oklahoma, Ph.D., 1975
Education, administration

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THE UNIVERSITY OF OKLAHOMA
GRADUATE COLLEGE

THE OKLAHOMA HIGH SCHOOL PRINCIPALSHIP AS
A POSITION OF PROFESSIONAL LEADERSHIP

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
in partial fulfillment of the requirements for the
degree of
DOCTOR OF PHILOSOPHY

BY
JOSEPH WILLIAM FLECK
Norman, Oklahoma
1975

THE OKLAHOMA HIGH SCHOOL PRINCIPALSHIP AS
A POSITION OF PROFESSIONAL LEADERSHIP

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ACKNOWLEDGMENTS

The writer is especially grateful to the members of his dissertation committee for whom his personal and professional esteem has grown over the past years. Throughout the course of this investigation, Dr. Glenn R. Snider was a continuing source of encouragement and inspiration. His recommendations were as appreciated as his enduring patience and genuine interest. For their thoughtful counsel and assistance, the writer is indebted to Dr. Robert Bibens, Dr. Gerald Kidd, and Dr. Jack F. Parker.

The writer also wishes to recognize the important contributions made by Dr. Darrell Hill, President of the Oklahoma Association of Secondary School Principals, and the high school principals who provided overwhelming cooperation in participating in this study.

To his wife, Nancy, the writer extends his everlasting gratitude for her support and willingness to share this experience in so many ways.

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THE OKLAHOMA HIGH SCHOOL PRINCIPALSHIP AS A
POSITION OF PROFESSIONAL LEADERSHIP

CHAPTER I

Background and Need

On May 3, 1969 the Oklahoma Association of Secondary School Principals adopted a statement outlining the role of the secondary school principal. The position paper described the principalship as a position of educational leadership "based on the moral and political values which are the foundations of our democracy."¹ While such a statement might seem somewhat superfluous when viewed against the backdrop of the social foundations of American education, events of recent years have emphasized the timeliness of redefining the leadership role of the principal.

The development of the high school principalship has been marked by an increasing tendency to define the position as one based on authority and power. From a beginning which was essentially non-professional in terms of specific duties,²

¹Leadership Committee of OASSP, "The Secondary School Principalship." Adopted May 3, 1969.

²Paul B. Jacobson, et al., The Principalship: New Perspectives (Englewood Cliffs: Prentice-Hall, Inc., 1973), p. 28.

we find that the contemporary principal has been delegated the power to evaluate and assign teachers and to make recommendations regarding the retention or dismissal of teachers. Sanson, in searching for a realistic model for the study of educational administration, saw the power structure of the school to be so inherent and influential that he likened the principal to the "caudillo" or strong man of South American politics.¹

If power has been the basis for educational leadership, it is that very power which has become the objective of the struggle among many groups within the educational community. Perhaps nowhere has the growing challenge to the exercise of administrative power been so effectively expressed and mar-tialed as by the teacher organizations. When one considers that about 92,000 members of the American Federation of Teachers withheld their services in the 1967-1968 school year and compares that figure to the relatively quiet years of 1940-1959 when only 23,000 teachers were involved in such action, it seems apparent that teachers can no longer be expected to follow without question. While these efforts expressed, for the most part, a desire to improve the condition of teacher welfare, Rosenthal pointed out that both the American Federation of Teachers and the National Education Association have become more concerned with teacher partici-

¹William E. Sanson, "The Principal and Power," Phi Delta Kappan, 54 (April 1973):553-554.

pation in educational policy-making.¹ The principal who fails to recognize this interest may be stunned when a "good" decision is rejected because those persons affected by the decision had not been involved in its development.

Further challenge to the authority and power of the principal has developed among high school students, a segment of the educational community which has been traditionally submissive. House cited the various displays of student expression, in some cases walkouts and boycotts, reported by two thousand high schools in 1969 as evidence of a desire to participate in the making of decisions which affect students' lives.²

Closely associated with, and often emanating from student activism has been a marked increase in litigation involving the school and the alleged abuse of students' civil rights. Ackerley made two important observations regarding the use of the courts as instruments to assert and protect the constitutional rights of students. First of all, the number of such cases indicates that "principals remain primarily responsive not to the students, but to elected boards and legislatures, to the community, to the parents, to public opinion." Secondly, "the fact that the students have won so

¹Alan Rosenthal, "Teacher Militancy," The Encyclopedia of Education, vol. 9 (New York: The Macmillan Co., and the Free Press, 1971), p. 37.

²James E. House, "Can the Student Participate in His Own Destiny," Educational Leadership, (February, 1970):442.

many of the cases testifies either to a lack of understanding of democratic values or an unwillingness to observe them." He points out, however, that when legislatures and boards continue to impose restrictions on student behavior, the principal may not be the primary violator.¹

Many administrators, teachers, and boards may be continuing to operate in a philosophical environment characterized by the concept of "in loco parentis." Buxton and Prichard, in a study conducted among 815 high school students in three southern high schools, found that at least fifty percent of the students perceived some violations of their rights. In responding to the question of teacher respect for student opinion, eighty-one percent of the subjects perceived some violation.²

The current movement toward accountability harbors additional threats to the authority of the school and the principal as legislatures and parents become directly involved in determining the objectives of the school and in selecting the instruments by which success in meeting those objectives will be measured. Clearly it is not the intent of this study to demean any sincere and cooperative effort aimed at encouraging school services which are responsive to the needs of

¹Robert L. Ackerley, "Reaction to the Reasonable Exercise of Authority." The Bulletin of the National Association of Secondary School Principals 55 (February, 1971): 4-12.

²Thomas H. Bruxton and Keith W. Prichard, "Student Perceptions of Teacher Violations of Human Rights," Phi Delta Kappan, 55 (September, 1973): 66-69.

youths. However, there are indications that some communities may foist upon principals the responsibility for implementing a program designed to increase educational efficiency. For those principals who view educational experiences as opportunities for opening the minds of students, such "accountability" programs may place them in positions which are philosophically untenable.

A review of surveys conducted to determine the attitudes of parents, students and teachers toward their schools should stimulate serious concern for the direction of accountability if dynamic educational leadership is not provided. In a poll conducted by Harris in 1969, sixty-two percent of the parents responding indicated that maintaining discipline is more important than student self-inquiry.¹

While the volatile issues mentioned above present just and pressing causes for principals to reassess their roles as educational leaders, there is of course a philosophical basis for that action. Any contemporary attempt to clarify the role of the principal would be less than complete if it did not consider the major function of the school as an institution of its society. As Dewey stated so succinctly, "all that the society has accomplished for itself is put through the agency of the school at the disposal of its future

¹Louis Harris, "What People Think of Their High Schools," Life, (May 16, 1969): 22-33.

members."¹ This responsibility for cultural transmission takes on a particular importance for schools in a democratic society. If culture is most effectively transmitted through direct personal involvement and practice in the factors, beliefs, and systems to be transmitted,² it seems reasonable to expect our schools to reflect the ideals of democracy in their conduct and administration.

Purpose of the Study

In view of the dynamic forces operating within and upon the school, the complexity of the principal's leadership role seems obvious. If he seeks to please any segment of the educational community, he is sure to displease others. To further complicate his role, he is the only member of that community to whom all other members have direct access.³ It seems apparent that the secondary principal must seek agreement with his colleagues regarding those basic values of the society which should serve as a rationale for educator and school behavior.

¹John Dewey, The School and Society (Chicago: The University of Chicago Press, 1967), p. 7.

²Clyde M. Campbell and G. Robert Koopman, "The Need for Dynamic Leadership in a Free Society," in Clyde M. Campbell, ed., Practical Applications of Democratic Administration (New York: Harper and Brothers, 1952), p. 23.

³David A. Erlandson, "The Principalship: Power or Pawn?", The Bulletin of the National Association of Secondary School Principals 56 (December, 1972): 3.

In developing this study, it was assumed that leadership does not necessarily accrue to or emanate from a status position,¹ such as the principalship. Nevertheless, the literature on the secondary school principalship contains ample references to support the thesis that the position is, or should be, one of educational leadership. Recognizing the orientation of teacher organizations toward the welfare of their members, and that the influence of superintendents is only occasional, Trump stated that "the secondary school principal and assistant principal(s) more than anyone else determine the nature and extent of a school's services."²

On the assumptions that the high school principalship is a critical leadership position and that it should reflect the ideals of democratic leadership, this study was undertaken.

Statement of the Problem

The problem of this investigation was to determine if principals of selected Oklahoma public high schools differed in the extent to which their attitudes and practices reflected the philosophy of leadership expressed in "The Secondary School Principalship," a position paper adopted by the Oklahoma Association of Secondary School Principals on May 3, 1969.

¹Jacobson, The Principalship: New Perspectives, p. 132.

²J. Lloyd Trump, "The Principal, Most Potent Factor in Determining School Excellence," The Bulletin of the National Association of Secondary School Principals 56 (March, 1972): 3.

Further, this study also sought to determine if principals differed in terms of the professional status they were accorded by their respective superintendents and boards of education.

Hypotheses to Be Tested

Ho₁ There is no significant difference between the Values Orientation Agreement scores of principals of small, medium, and large high schools.

Ho₂ There is no significant difference between the Human Rights Agreement scores of principals of small, medium, and large high schools.

Ho₃ There is no significant difference between the Equality of Educational Opportunity Agreement scores of principals of small, medium, and large high schools.

Ho₄ There is no significant difference between the Educational Climate and Competencies Agreement scores of principals of small, medium, and large high schools.

Ho₅ There is no significant difference between the Professional Status Agreement scores of principals of small, medium, and large high schools.

Ho₆ There is no significant difference between the Values Orientation Agreement scores of early, middle, and mature adult principals.

Ho₇ There is no significant difference between the Human Rights Agreement scores of early, middle, and mature adult principals.

Ho₈ There is no significant difference between the Equality of Educational Opportunity Agreement scores of early, middle, and mature adult principals.

Ho₉ There is no significant difference between the Educational Climate and Competencies Agreement scores of early, middle, and mature adult principals.

Ho₁₀ There is no significant difference between the Professional Status Agreement scores of early, middle, and mature adult principals.

Ho₁₁ There is no significant difference between the principals of small, medium, and large high schools in the extent to which they have implemented those practices which demonstrate a commitment to the Values Orientation philosophy of the position paper.

Ho₁₂ There is no significant difference between the principals of small, medium, and large high schools in the extent to which they have implemented those practices which demonstrate a commitment to the Human Rights philosophy of the position paper.

Ho₁₃ There is no significant difference between the principals of small, medium, and large high schools in the extent to which they have implemented those practices which demonstrate a commitment to the Equality of Educational Opportunity philosophy of the position paper.

Ho₁₄ There is no significant difference between the principals of small, medium, and large high schools in the

extent to which they have implemented those practices which demonstrate a commitment to the Educational Climate and Competencies philosophy of the position paper.

Ho₁₅ There is no significant difference between principals of small, medium, and large high schools in Professional Status.

Ho₁₆ There is no significant difference between early, middle, and mature adult principals in the extent to which they have implemented those practices which demonstrate a commitment to the Values Orientation philosophy of the position paper.

Ho₁₇ There is no significant difference between early, middle, and mature adult principals in the extent to which they have implemented those practices which demonstrate a commitment to the Human Rights philosophy of the position paper.

Ho₁₈ There is no significant difference between early, middle, and mature adult principals in the extent to which they have implemented those practices which demonstrate a commitment to the Equality of Educational Opportunity philosophy of the position paper.

Ho₁₉ There is no significant difference between early, middle, and Mature adult principals in the extent to which they have implemented those practices which demonstrate a commitment to the Educational Climate and Competencies philosophy of the position paper.

Ho₂₀ There is no significant difference between early, middle, and mature adult principals in Professional Status.

Scope of the Study

The population investigated by this study was limited to principals of public Oklahoma high schools which were members of the North Central Association of Colleges and Secondary Schools. Since a major portion of this study was concerned with student personnel policies and practices appropriate to the maturity level of high school students, the subject population was further limited to principals of senior high schools which were administratively and physically distinct from any combination of junior-senior high school or elementary-junior-senior high school.

The Oklahoma Educational Directory¹ was used to identify the principals who met the limitations of the study.

Methodology

The data for this study was collected through the Survey of High School Principals which was mailed to the 134 principals who fell within the parameters of this study. Remmel pointed out the appropriateness of the mail-survey technique "in making status studies of current practices and in

¹State Department of Education, Oklahoma Educational Directory, Bulletin No. 109X (1974-75).

making opinion polls or attitude studies."¹

Based on a review of the literature and on the concepts of leadership expressed in "The Secondary School Principalship," a three part questionnaire was developed. Responses to Part I of the instrument provided factual data about the principals and their respective schools.

Part II, the Position Paper Agreement Scale, was designed to measure the extent to which the respondents agreed with the concepts of leadership as described in the position paper.

Part III, the Position Paper Practices Scale, measured the extent to which specific practices had been implemented to foster within each school the realization of the philosophy expressed in the position paper.

Each of the scales was further divided into five subscales which were related to the five dimensions of leadership identified in "The Secondary School Principalship." Survey items relating to each of the five dimensions of the position paper were developed for each scale.

Following a selection of items, a preliminary form of the Position Paper Agreement Scale was administered to twenty-nine students enrolled in a graduate course in school administration at the University of Oklahoma. The scores of the participants were factor analyzed through use of the BMD03M

¹J. Francis Rummel, An Introduction to Research Procedures in Education (New York: Harper and Brothers, 1958), p. 8.

computer program. Kerlinger pointed out the value of that procedure in identifying items which have a high correlation on a specific factor, thereby providing the researcher with a tool for establishing the construct validity of a scale.¹

Prior to the development of the final forms of Part II and Part III, the items for each of the sub-scales were submitted to a panel of judges who were given specific instructions for evaluating each of the statements. In addition to providing a basis for the final selection and modification of statements, the evaluation served to establish the content validity of the instrument.²

The data collected through the Position Paper Agreement sub-scales were analyzed through the one-way analysis of variance (ANOVA) design for determining differences between groups. Fisher found the analysis of variance appropriate for non-experimental, as well as experimental research.³

The F test was used to determine whether or not the differences between groups were statistically significant.

Since only two alternatives, "YES" or "NO", were offered as responses on Part III, the extent to which prin-

¹Fred N. Kerlinger, Foundations of Behavioral Research, Second Edition (New York: Holt, Rinehart and Winston, Inc., 1973), pp. 468-469.

²Ibid., pp. 457-459.

³R. A. Fisher, Statistical Methods for Research Workers (New York: Hafner Publishing Co., 1950), pp. 227-247.

cipals implemented practices consistent with the position paper was measured by the frequencies and percentages of positive and negative responses to the items on the scale. This analytical technique has been considered suitable for use with categorical or nominal data.¹

The chi square (X^2) test was applied to the frequencies to determine whether the differences between groups were statistically significant.

In addition to the statistical analysis of the data, responses to selected items from each sub-scale of the Survey of High School Principals were analyzed to determine the extent to which principals agreed with and operationalized specific concepts and practices which appeared critical to a leadership perception of the high school principalship.

Definitions and Use of Terms

High School: a separate public school containing one of the following grade combinations: grades nine through twelve; grades ten through twelve; or grades eleven and twelve.

Position Paper Agreement: the extent to which each respondent concurs with the philosophy of the position paper as measured by the Position Paper Agreement Scale.

Position Paper Practices: those administrative practices directed toward student and staff personnel which serve

¹Kerlinger, Foundations of Behavioral Research, p. 160.

to operationalize the philosophy of the position paper. The extent to which such practices have been implemented was measured by the Position Paper Practices Scale.

Professional Status: a condition which permits the principal to operationalize the philosophy of the position paper, as measured by the Professional Status sub-scale.

Large High School: a school which ranked among the upper one-third of the responding high schools in student enrollment.

Medium High School: a school which ranked among the middle one-third of the responding high schools in student enrollment.

Small High School: a school which ranked among the lowest one-third of responding high schools in student enrollment.

Early Adult Principals: principals whose ages ranged from under thirty to thirty-nine years.

Middle Adult Principals: principals whose ages ranged from forty to forty-nine years.

Mature Adult Principals: principals who were fifty years of age or older.

Organization of the Study

This study consists of five chapters.

Chapter I forms the introduction to the study. It presents the background and need for the study, problem

statement, the hypotheses which were tested, and the scope of the study.

Related literature is reviewed in Chapter II.

The methodology and design of the study are described in Chapter III.

The findings of this investigation are presented and analyzed in Chapter IV.

Chapter V contains a summary of the study, the conclusions based on the data collected, implications for further research, and application of the findings to the improvement of public high school administration in Oklahoma.

CHAPTER II

REVIEW OF RELATED LITERATURE

The Dual Role

The complexity of the contemporary high school principal's role is apparent when the principalship is studied in the global context of educational administration. As an administrator, the principal has a dual responsibility to provide management and leadership for the school to which he is assigned.¹

The often dichotomous relationship which exists between those functions is suggested in the definitions offered by Ostrander and Dethy. They characterized the dynamic nature of leadership when they described the leader as one who provides direction and change. The manager, on the other hand, is concerned with "the accomplishing of the goals of an organization in established ways."²

Hencley and McCleary had earlier identified the same characteristics when they differentiated between the "leader-

¹W. Wayne Scott and Lloyd F. Spaulding, "What Do We Know About Leadership," (ERIC Document Reproduction Service ED 064 762, 1972), p. 2.

²Raymond H. Ostrander and Ray C. Dethy, A Values Approach to Educational Administration (New York: American Book Company, 1968), p. 151.

statesman" and the "manager-executive" and pointed out that many principals had failed to assume the responsibility for educational leadership.¹

The fact that many secondary school administrators continue to emphasize the managerial aspects of their administrative roles has been attributed to various factors which have impinged on the principalship throughout its development. In its early phases, the principalship was legitimized by management tasks. It was the office through which the principal-teacher performed a variety of duties designed to maintain the educational system and, not uncommonly, the schoolhouse itself. Creativity and innovation were not the hallmarks of the early principal.²

Such professionally meager circumstances had their effect on evaluation, and the ability to perform the mechanical operations which maintained the orderly and businesslike conduct of the school became the criterion against which the principal was often judged.³

The passage of time, however, has not completely altered the expectations for the principalship which many

¹Lloyd E. McCleary and Stephen P. Hencley, Secondary School Administration (New York: Dodd, Mead and Company, 1965), pp. 103-104.

²Paul B. Jacobson, James D. Logsdon, and Robert R. Wiegman, The Principalship: New Perspectives (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1973), pp. 28-34.

³McCleary and Hencley, Secondary School Administration, p. 103.

superintendents, boards of education, and communities continue to hold. In a study conducted in eight Oklahoma counties, Nance found that principals took a less active role than superintendents in reporting and interpreting the needs of the school to the community and that many superintendents believed such activity was not within the scope of the principal's duties. He concluded that the behavior of principals and superintendents was generally congruent with the role expectations community members held for their school administrators.¹

While such expectations are antithetical to the ideals of professional leadership, the principal was generally not able to garner the philosophical support or the skills required for leadership from his professional preparation. Rather, he experienced learning activities which were designed to foster expertise in the management skills and processes needed to promote organizational efficiency. Past emphases have "left undefined the important functions of institutional leadership: in effecting organizational change, in defining organizational goals and purposes, and in determining the basic character of the educational enterprise through critical choice making."²

In addition to the influential effects created by the expectations of superiors and the community and the structure

¹Jack L. Nance, "A Study of the Leadership Role of the Superintendent and High School Principal Within Selected Communities of Oklahoma," (Ph.D. dissertation, The University of Oklahoma, 1965), pp. 113-118.

²McCleary and Hencley, Secondary School Administration, p. 104.

of preparation programs, new forces have developed within the last decade which have caused the principal to re-focus his attention on administrative detail. Accompanying the growth and success of the organized teacher movement has been the increasing use of formal grievance procedures which place an additional burden on the principal's time. Through effective negotiations, teachers have gained release from many non-professional duties. The result has been an increase in the number of personnel supervised by the principal as paraprofessionals are added to the staff.¹

The growing involvement of teachers in the formulation of policies which affect the role of the high school principal and the ability of teachers to negotiate directly with boards of education, while excluding principals, have been viewed by some principals as evidence of further erosion of their leadership role.²

Finding themselves in the middle of controversy and having the responsibility to implement policies they had no share in making, principals have demanded recognition and have formulated definitive statements of their leadership and

¹Benjamin Epstein, Principals: An Organized Force for Leadership (Reston, Va.: National Association of Secondary School Principals, 1974), pp. 4-6.

²Oregon Association of Secondary School Administrators, "The Legal Status of the Secondary School Principalship," position paper, Fall, 1974, pp. 1-4.

management roles.¹

The Primacy of Leadership

While it is apparent that some individuals and groups within the community and the educational enterprise continue to regard the principal as a technician or manager, recent literature has stressed the need for the principal to exert a strong leadership effort to improve the learning environment of the school.

One of the most comprehensive and penetrating perspectives of the principal's unique position as an educational leader was offered by Mondale. Referring to the recommendations made by the Senate Select Committee on Equal Educational Opportunity he said:

We put it this way: the school principal is the most important and influential individual in any school. He is the person responsible for the activities that occur in and around the school building. It is his leadership that sets the tone of the school . . . , the climate for learning, the level of professionalism, the morale of teachers, and the degree of concern for what students may or may not become.²

At a time when rapid changes are affecting the society and the reverberations of those changes are being experienced in the school, it is crucial that the principal grasp the

¹Massachusetts Secondary School Principals' Association, "The Public High School Principalship in Massachusetts," adopted March 24, 1970, pp. 5-7.

²Walter F. Mondale, "Options 1974," NASSP Bulletin 58 (May 1974):2.

significance of the leadership position he holds.¹

The school has been criticized for its failure to ameliorate many of the ailments suffered by society in recent years. In effect, the school has been expected to direct its attention to problems which have not necessarily been its proper concern. If the resources of the institution are to be effectively employed for the accomplishment of legitimate ends, it is incumbent upon the principal that he influence the selection and ordering of priorities. Changes in educational programs and practices which represent a commitment to respond to students' needs are dependent upon the motivation and vision provided by the principal who is the "key determiner of the educational climate."²

The profound influence of the principal was vividly illustrated in the findings of a study conducted in fourteen black and Puerto Rican elementary schools in New York City. In that investigation, Landes concluded that improvements in students' reading scores were highly correlated to specific attitudes and practices of principals. In those schools where significant improvements in reading skills were measured, the

¹George E. Melton and John Stanavage, "Job Specifications for Principals," The Principalship: Job Specifications and Salary Considerations for the 70's (Washington, D.C.: National Association of Secondary School Principals, 1970), p. 1.

²Donald P. Mitchell, Leadership in Public Education Study: A Look at the Overlooked (Washington, D.C.: Academy for Educational Development, 1972; ERIC Document Reproduction Service, ED 075 896, 1973), pp. 5-13.

principals had a high regard for the competencies of the professional and paraprofessional staff, supported innovative administrative and teaching techniques, and were effective in involving parents and members of the community in the school. Landes reasoned that:

. . . a school which manages to involve the total environment of the child into the education process has more resources, both tangible and intangible, available for education than a school that does not.¹

Congreve based his proposal for the conscious involvement of the faculty in school improvement on the premise that the principal must provide the requisite leadership functions of motivating the staff and coordinating their efforts toward well defined goals. He contended that teachers, necessarily engrossed in their primary activities, could not be expected to assume the global responsibilities of leadership.²

Stanavage was unequivocal in his description of the secondary school principal's purpose when he stated "the building principal has but one justification, and it is precisely this role of educational leadership." To meet this commitment, he predicted that principals would relinquish managerial tasks to qualified assistants so that they might be free to work directly with members of the staff and the community in shaping and translating the philosophy of the

¹Rosalind Landes, "Public Education in New York City," (A Study by the First National Bank, 1969), p. 22.

²Willard J. Congreve, "The Role of the Principal in School Improvement," The Bulletin of the National Association of Secondary School Principals 48 (March 1964):3-4.

school into effective learning activities.¹

Hoeh took exception to definitions which cast the principal in the role of "educational leader" or "instructional leader." His concept of the principalship reflected an understanding of the far-reaching effects of the total school environment on learning. He held that the principal's primary responsibility is the "improvement of learning" which entails "not only improving the individual learning process between teacher and student but also the conditions under which all learning in the school transpires."²

The extensive consideration which has been given the leadership sector of the principalship by students of educational administration appears consistent with the expectations and attitudes of most professional educators.

In a study conducted by Lindquist, secondary school principals and professors of education gave the highest priority to instructional leadership when they were asked to forecast the critical tasks for secondary school principals of the future.³ The respondents also indicated that the principal's

¹John A. Stanavage, "Educational Leadership: An Authentic Role," The Bulletin of the National Association of Secondary School Principals 51(November 1967):5-12.

²James A. Hoeh, "Feeling Guilty for Not Being an Instructional Leader? Don't.," The Bulletin of the National Association of Secondary School Principals 57 (November 1973): 4.

³Terry Neal Lindquist, "Critical Tasks for the Secondary School Principalship of the Future," (Ph.D. dissertation, University of Oregon, 1973), p. 101.

effectiveness as a change agent would be a major determinant of a successful principalship.¹

In another investigation in which teachers and district office administrators in charge of curriculum were asked to identify the person they perceived to be responsible for instructional leadership in the high school, both groups gave the highest percentage of first place rankings to the principal.²

Hansen believed that there has also been an increase in public pressure on the principal for him to direct his leadership efforts to the improvement of learning opportunities for all students.³ The Vancouver Board of Education felt strongly enough about this issue to adopt the following policy statement:

The role of the principal is to provide educational leadership and facilitate excellence in his school. To this end a principal should delegate day-to-day details in the many other areas of responsibility that he has . . . so as not to neglect this primary role.⁴

¹Ibid., p. 106.

²Louis John Grimard, "Perceptions of the Role of the Principal as the Instructional Leader of the High School as Viewed by His Professional Associates," (Ed.D. dissertation, University of Southern California, 1973), pp. 192-196.

³J. Merrell Hansen, "Administration: Role and Function in Education," NASSP Bulletin 58 (December 1974):84.

⁴James R. Ellis, The Man in the Middle: The Role of the Principal (ERIC Document Reproduction Service, ED 071 165, 1972), p. 1.

Societal Implications

For the secondary school administrator who strives to demonstrate his faith in the customs and traditions of the American heritage, leadership is a challenging responsibility. He must realize that the authority vested in the principal is not absolute or without bounds in a society which cherishes the rights of people to have a voice in the development of policies and decisions which affect them.¹

The process of shared decision-making is not a vague phenomenon which remains to be realized. Rather, it is an operant factor which the principal must consider and utilize in the administration of the high school. Campbell and Layton stated that:

Four classes of individuals are centrally involved in formulating educational policies at the local level: boards of education, the professionals, parents and qualified voters, and, with increasing frequency, local civic officials.²

There is, however, another and more compelling factor which should influence the principal as he exercises leadership. The principal is, first of all, the administrator of a public institution which has been charged with the responsibility for perpetuating the cultural heritage of the society

¹Cooperative Program in Educational Administration, Decision-Making and American Values in School Administration (New York: Bureau of Publications, Teachers College, Columbia University, 1954), pp. 13-19.

²Roald F. Campbell and Donald H. Layton, Policy Making for American Education (Danville, Ill.: Interstate Printers and Publishers for the Midwest Administration Center, 1969), p. 17.

it serves. Achievement of this broad purpose of education requires that the school develop in students a commitment to the values and traditions of the society as well as an appreciation of the knowledge represented in the various disciplines.¹

If educators accept this responsibility for cultural transmission, then it follows that the schools of a democratic society should possess distinguishing characteristics. Raubinger, Sumption and Kamm proposed that the school should be a "model of democracy," guided by policies and processes which are expressions and extensions of democratic ideals.²

Although the arguments which favor a democratic environment for the public schools are deeply rooted in the ideals Americans share, the attitudes of many principals continue to reflect a denial of the concept that students possess citizenship rights and that those rights have been affirmed by the courts. In his study of principals' attitudes toward students' constitutional rights and the mandates of the courts, Hawver surveyed 288 secondary school principals throughout the United States. He found that many secondary school principals had negative attitudes towards the civil liberties of secondary school students and concluded that the attitudes of principals

¹David A. Goslin, The School in Contemporary Society (Glenview, Ill.: Scott, Foresman and Company, 1965), p. 2.

²Frederick M. Raubinger, Merle R. Sumption, and Richard M. Kamm, Leadership in the Secondary School (Columbus, Ohio: Charles E. Merrill Publishing Co., 1974), p. 48.

"did not reflect a belief that the Bill of Rights applied to students."¹

Realization of the conditions which mark the democratic school implies a certain requisite behavior on the part of the secondary school principal as he works with students, teachers, and members of the community.

Haberman underscored the importance of the role played by the interpersonal relations experienced by students when he addressed himself to the issue of rules which govern student behavior. He contended that:

Free men are not developed simply from the knowledge gained in the required texts and regular classes; they grow and emerge from the daily involvements with freedom--and lack of it--that they experience in the hour-by-hour process of schooling over a twelve year period.²

In that same vein, educators have suggested that the leadership role be shared with students so that they might have an opportunity to influence the policies and programs which affect them.³

Nevertheless, the results of a recent study revealed that many students do not see themselves as being meaningfully

¹William Lloyd Hawver, "A Study of the Relationship of Secondary Principals' Self-Concepts and Their Attitudes Toward Student Civil Liberties," (Ed.D. dissertation, University of Nebraska, 1971), pp. 81-85.

²Martin Haberman, Students' Rights: A Guide to the Rights of Children, Youth, and Future Teachers (Washington, D.C.: Association of Teacher Educators, 1973), p. 1.

³Cooperative Program in Educational Administration, Decision-Making and American Values in School Administration, p. 38.

involved in the development of such rules and regulations. In his investigation of school practices relating to respect for students' human rights, Todd surveyed almost four hundred students in nine high schools of an Oklahoma urban school system.¹ He found that only fifteen percent of the students surveyed perceived the school as fostering an atmosphere in which students could associate freely with students of their choice. In regard to the development of school rules, Todd found that:

Over half the subject in the sample indicated that they were not allowed to participate meaningfully in the development of school rules and regulations relating to student behavior and conduct.²

Jones maintained that staff morale is dependent upon the principal's effectiveness in fostering the development of "democratic relationships." It is the result of a conscious leadership effort which expresses the principal's fundamental respect for the competencies and worth of each member through opportunities for professional growth and participation in decision-making functions.³

As the principal strives for improvements in the learning environment, he must keep in mind that, no matter how noble

¹Melvin R. Todd, "An Analysis of Policies and Practices in Selected Oklahoma Urban High Schools Which Indicate a Commitment to or Violation of Human Rights," (Ed.D. dissertation, University of Oklahoma, 1973), pp. 63-64.

²Ibid., p. 131.

³James J. Jones, C. Jackson Salisbury, and Ralph L. Spencer, Secondary School Administration (New York: McGraw-Hill Book Co., 1969), pp. 336-338.

his motives, he cannot mandate change through unilateral decisions.¹ Such an action would be incongruent with the very purposes of American education. The commitment to the ideals and values of democracy which the school seeks to foster necessitates the involvement of educators and citizens in the formulation of educational policies and programs.²

If that involvement is to be genuine and productive, it is incumbent upon the principal that he create an environment in which differences of opinion are generated and respected.³ Kelly challenged the traditional theories of human relations which hold that conflict is detrimental to the health of the organization. He proposed that leaders should accept conflict as a means for assessing the values reflected in the policies and practices which guide the organization.⁴

Values Orientation

The high school principal, as an educational leader, is responsible for providing the professional insight and guidance which will enable the participants in decision-making to contribute to the improvement of the learning environment.

¹Raubinger, Sumption, and Kamm, Leadership in the Secondary School, p. 57.

²Glen F. Ovard, Administration of the Changing Secondary School (New York: Macmillan Co., 1966), p. 488.

³Melton and Stanavage, "Job Specifications for Principals," pp. 6-7.

⁴Joe Kelly, "Make Conflict Work for You," Harvard Business Review (July-August 1970):103-110.

As he seeks the involvement of teachers, students, parents, and other members of the community, the principal must be prepared to be a "judge of values."¹

The process of decision-making in terms of cultural values and the, sometimes conflicting, pressures which impinge on the contemporary society is a difficult task.² For the principal who does not have an appreciation of the values of his society and a thorough understanding of his own value system, the result will be confusion and frustration manifested in arbitrary decisions.³

Downey pointed out that the principal's effectiveness in directing and influencing goal-defining activities is dependent on a "personalized philosophical mooring, a value orientation, a sense of purpose and direction."⁴

Essential to the rational selection of policies and processes which express the nature, direction, and purposes of the school is the consideration and ordering of each alternative course of action on the basis of its respective value

¹Mack J. Spears, "A Principal's Influence," The Bulletin of the National Association of Secondary School Principals 67 (November 1967):45.

²Cooperative Program in Educational Administration, Decision-Making and American Values in School Administration, p. 85.

³Ibid., p. 10.

⁴Lawrence W. Downey, "The Secondary School Principal," in Preparation Programs for School Administrators, ed. Donald J. Leu and Herbert C. Rudman (East Lansing: College of Education, Michigan State University, 1963), p. 132.

to the group.¹

Where policy makers and the people they serve share a commitment to common values, goals may be defined and decisions made with little appreciable conflict. In reality, however, the environment in which the policies of the school take shape is usually characterized by strong differences of opinion regarding both the purposes and processes of education.²

Before the principal can achieve cohesiveness and marshal the energies of divergent groups and individuals into a force for constructive action, he must clarify the values which are couched in the various ideological positions. The critical question facing the principal is: "Whose values should prevail?"

Several views on this issue have been delineated in the current literature.

Getzels proposed that the values which influence education could be more effectively understood by categorizing them into the domains of "sacred" values and "secular" values. It is to the former that Americans have shared a common ideological allegiance. He maintained that the ideals of "democracy, equality, individualism, and human perfectability" remain goals for which all Americans strive. The secular

¹Thomas J. Sergiovanni and Fred D. Carver, The New School Executive: A Theory of Administration (New York and Toronto: Dodd, Mead & Co., 1973), p. 18.

²Campbell and Layton, Policy Making for American Education, pp. 28-31.

values, as expressed in "the work-success ethic, future-time orientation, personal independence, and moral commitment," have undergone significant change in the struggle with new or emergent values.¹

Sergiovanni and Carver viewed the sacred values defined by Getzels as the conceptual framework of an American value system. Like Getzels, they maintained that many of the conflicts between students and the school are attributable to the lack of consideration given to the changing traditional or secular values during the decision-making process. They suggested that educational administrators "encourage evaluation of the entire value continuum in the hope that features which hold the greatest promise may be identified." At the same time, however, they urged administrators to strive for realization of the sacred values.²

Other observers have suggested that an appropriate set of common values has been expressed in the American constitutional system. The deliberations of policy-makers, and consequently the school itself, should demonstrate a commitment to "the separation of church and state, the protection of individual rights and liberties, and the wide distribution

¹Jacob W. Getzels, "The Problem of Values, Value Change, and Personal Identity in Education: Some Recent Studies," Frontiers of Secondary Education IV (1960):26-31.

²Sergiovani and Carver, The New School Executive, pp. 22-24.

of economic, political, social and cultural power."¹

Concerned over the gap between the American ideals and the conditions which constitute reality for many Americans, Higginbotham recommended that secondary school principals move their respective schools toward:

An emphasis on democratic values, such as honesty, integrity, and the dignity of man;
An increasing concern about the eradication of racism and bigotry . . . ;
The obtaining of a greater parity in the quality of education for those who may have had the least advantages in our society.²

Dedication to the ideals of a democratic society was the hallmark used by McIntyre to describe the moral principal. That dedication is demonstrated when the principal views students as citizens and acts to protect their constitutional rights.³

Engleman proposed that dedication to humanistic values and faith in the individual should characterize the principal's relationships with members of the school community and influence the nature of the decision-making process in the school.⁴

¹Cooperative Program in Educational Administration, Decision-Making and American Values, p. 11.

²A. Leon Higginbotham, "Democratic Values in a Free Society," NASSP Bulletin 58 (May 1974):14.

³Kenneth E. McIntyre, "What Kind of Person (if any) Is Needed?", in The Principals in the 1970's, Bureau of Laboratory Schools, Monograph No. 23 (ERIC Document Reproduction Service ED 052 534, 1971), pp. 87-88.

⁴Finis E. Engleman, "Role Descriptions and Common Elements in the Preservice Preparation of Principals and Superintendents," in Preparation Programs for School Administrators, ed. Leu and Rudman, p. 258.

The principal who accepts those guidelines as he works with members of the staff is, in effect, making a positive effort to achieve maximum utilization of human resources for the accomplishment of the goals of the school.

An investigation by McGhee is illustrative of the benefits which can accrue to the entire school when the behavior of the principal is consistent with many of the values expressed above. He found that the principals of schools in which no teacher grievances were filed differed significantly in their leadership behavior from the principals in those schools with grievances. He concluded that in the former, the principals' relations with staff members were characterized by a higher level of friendship, mutual trust and respect.¹

Summary

A search of the literature dealing with the role of the contemporary high school principal clearly indicated an emphasis on the leadership, rather than the management, functions of his office. If the principal accepts the leadership role, he must be prepared to act as an agent for change.

His effectiveness will depend, in large measure, on his ability to conceptualize and communicate an understanding of the global nature of education in American society and his

¹Paul R. McGhee, "An Investigation of the Relationship Between Principals' Decision-Making Attitudes, Leader Behavior and Teacher Grievances in Public Schools," (Ph.D. dissertation, Syracuse University, 1971), pp. 75-78.

ability to work within an environment characterized by democratic processes and ideals.

CHAPTER III

METHODOLOGY

The problem of this investigation was to determine if principals of selected Oklahoma high schools differed in the extent to which their attitudes and practices reflected the philosophy of leadership expressed in the position paper, entitled "The Secondary School Principalship," adopted by the Oklahoma Association of Secondary School Principals.

The study also sought to determine if principals differed in terms of the professional status they were accorded by their respective superintendents and boards of education.

The three major tasks involved in this investigation were: (1) the pre-survey procedures; (2) the data collection procedures; and (3) the data analysis procedures. The following sections of this chapter describe each phase of the study in detail.

Pre-Survey Procedures

During this phase of the investigation, the design of the study was selected, the population and samples were determined, and the data collection instrument was developed.

Due to the large number of principals involved in this study and the size of the geographic area over which they were

spread, the mail survey was determined to be the most appropriate design for this study.

Instrumentation

The first major task accomplished during the pre-survey stage of this study was the development of the Survey of High School Principals shown in Appendix B. In order to obtain the data necessary to test the hypotheses stated in Chapter I, the following three components were incorporated in the instrument: (1) Part I--Biographical Data; (2) Part II--Position Paper Agreement Scale; and (3) Part III--Position Paper Practices Scale.

Part I was designed to collect the data which formed the basis for categorizing the respondents. It also provided the information used in the development of the Characteristics of High School Principals which is illustrated in Table 1, Chapter IV.

Part II was designed to assess the extent to which each respondent agreed with the philosophy of leadership expressed in the position paper. Part III was developed to discover the extent to which the precepts of the position paper had been implemented through specific practices in each respondent's school.

Since the position paper was fundamental to this investigation, it was carefully examined to ascertain its major conceptual elements of leadership before Part II and Part III of the Survey of High School Principals were constructed.

That analysis led to the identification of five major dimensions or concepts which the researcher classified as follows: (1) Values Orientation; (2) Human Rights; (3) Equality of Educational Opportunity; (4) The Educational Climate and Competencies; and (5) Professional Status.

Appendix C illustrates the organization of the position paper sub-sections and the questionnaire items included in each of the corresponding sub-scales of the Survey of High School Principals.

After a review of the literature had been completed, the construction of Part II began with the development of an item-pool for each of the five sub-sections of the position paper. A total of 120 statements were assembled.

With the assistance of Dr. Glenn R. Snider, the researcher evaluated each statement to determine its relevance to the respective theme of the position paper. Where necessary, statements were reworded for clarity and those which were deemed less discriminating or less germane were deleted. That preliminary evaluation reduced the item-pool to seventy-three items. Those statements were then compiled into an instrument which was administered to twenty-nine members of a graduate class in secondary school administration at the University of Oklahoma. The students were familiar with the position paper which had been discussed in a class meeting prior to administration of the instrument.

The students' scores were recorded on IBM cards and factor analyzed using the BMD03M computer program, and the number of items was further reduced to thirty-six.

Those items were then submitted to evaluation by a panel of eleven judges who had been identified on the basis of their known competence in school administration and human relations. The names of the panel members are listed in Appendix D. Each of the judges received an evaluation instrument in which the statements were categorized according to the taxonomy derived from the position paper. Each category was headed by the appropriate excerpt from the position paper. The judges were requested to rate each statement on the degree to which they perceived it as a favorable or unfavorable expression of the philosophy pronounced in the extract. The judges indicated their ratings on a five point Likert-type scale which followed each statement. The possible responses for each item were: highly unfavorable; unfavorable; neutral; favorable; and highly favorable. The judges were also invited to make any suggestions for improving the statements. Since no statement received a neutral rating, all the items were retained for the final instrument, although a few of the items were reworded.

The instructions which were included with the final form of the Position Paper Agreement Scale requested the participating principals to rate each statement on the basis of their personal agreement or disagreement. Respondents indi-

cated their ratings on a five point scale which ranged from strongly disagree to strongly agree.

The numerical values assigned to each of the possible responses to positive items ranged from 1 (strongly disagree) to 5 (strongly agree). The valuing process for negative items was reversed.

The sixteen items which were negatively scored have been designated by a minus (-) sign on the Survey of High School Principals shown in Appendix B. The designation of negative items was not, however, included in the instruments which were mailed to the principals.

The development of the Position Paper Practices Scale also began with the construction of an item-pool which finally contained one hundred statements of specific practices.

In collaboration with Dr. Snider, the items were evaluated and reworded where necessary. After those statements which were not relevant or discriminating were deleted, the item-pool was reduced to fifty-one statements. The items which were retained were compiled into a judging instrument following the same format described in the development of the Position Paper Agreement Scale. The statements were then submitted to the panel of judges shown in Appendix D for evaluation. Specifically, the judges were asked to rate each of the stated practices on the degree to which its implementation in the public high schools would foster or impede the concepts and goals expressed in the position paper extract to which it

was related.

As a result of those evaluations, forty-one statements were retained for the final form of the Position Paper Practices Scale which was mailed to the high school principals who participated in the investigation.

The instructions which accompanied the final form requested each principal to indicate whether or not the specific practice expressed in each of the statements was present in his school. The only possible response for each item was "YES" or "NO".

A value of one (1) was assigned to "YES" responses and zero (0) to "NO" responses for positive statements. The seven items which were negative and scored in a reverse manner have been indicated by a minus (-) sign on the Survey of High School Principals which is included in Appendix B.

Population

The population investigated consisted of principals employed in those public senior high schools in Oklahoma which met the following criteria:

1. the school was currently accredited at the time of the investigation by the North Central Association of Colleges and Secondary Schools; and
2. the school was administratively and physically separate from elementary and junior high schools.

The principals of the 134 high schools which met the criteria stated above were selected to participate in this

study.

A description of the principals who responded to the Survey of High School Principals is presented and interpreted in Chapter IV.

Data Collection Procedures

The instrument for data collection was the Survey of High School Principals which was mailed on January 20, 1975, to each of the 134 principals who were selected to participate in this investigation. A personal letter from the researcher explaining the purpose of the study and a letter of endorsement from Dr. Darrell D. Hill, President of the Oklahoma Association of Secondary School Principals, accompanied each instrument. Copies of those letters are contained in Appendix E.

Within approximately two weeks after the initial mailing 111 principals had completed and returned the instrument. The returns accounted for eighty-three percent (82.84%) of the total number mailed. A follow-up letter was sent to all principals who had not responded. By February 17, four more principals responded to raise the total number of returns to 115 or approximately eighty-six percent (85.82%) of the original mailing.

A final follow-up letter (Appendix E) and a copy of the Survey of High School Principals were sent to each of the non-respondents. By March 3, fifteen additional principals had responded to raise the total number of responses to 130

which accounted for approximately ninety-seven percent (97.01%) of the principals surveyed. The data collection phase of this investigation was then terminated.

Since ten returns were not usable, the total number of usable returns was reduced to 120 or more than eighty-nine percent (89.55%) of the instruments which comprised the initial mailing.

Data Analysis Procedures

The processes of data analysis were begun immediately after the data had been collected from the participating principals.

The first phase of the data analysis procedures involved the assignment of quantitative values to the participants responses to the Survey of High School Principals. These coded data were entered on IBM cards and the statistical analysis was performed by using a digital computer. The IBM card format used to enter the data, and an 80-80 listing of the data cards are presented in Appendixes F and G respectively.

After the data were assembled, the hypotheses stated in Chapter I were tested. The first five null hypotheses involved a comparison of the attitudes of principals toward the concepts of leadership expressed in the position paper. The principals were categorized into three groups on the basis of the number of students enrolled in their respective schools.

The principals were rank ordered according to the number of students enrolled and were then divided into three equal groups. As a result, the principals in the small school group represented schools which had enrollments ranging from 110 to 350 pupils. The principals of medium size schools reported enrollments which ranged from 351 to 839 pupils, while the range of enrollments for the large school group was from 872 to 2,970 students.

Since five major themes were identified in the position paper, each hypothesis was formulated to reflect one of the subdivisions of the position paper. The attitudes of principals from each school-size group were compared with a one-way analysis of variance (ANOVA).

Hypotheses H_{o6} through H_{o10} were based on a comparison of the attitudes of principals, who were categorized according to age groups, toward each of the five dimensions of leadership described in the position paper. The age categories were as follows: (1) under 30 to 39 years of age ($N=35$); (2) 40-49 years of age ($N=56$); and (3) 50 years of age or older ($N=29$). The attitudes of principals from each age group were compared with a one-way analysis of variance.

Hypotheses H_{o11} through H_{o15} involved a comparison of the administrative practices of principals who were grouped according to the number of students enrolled in their respective schools.

Testing hypotheses Ho_{11} through Ho_{15} required the comparison of the three principal groups' "YES"-"NO" responses to the forty-one items on Part III of the Survey of High School Principals. Comparisons were made by using a Chi Square (χ^2) Test on the frequencies of responses for each hypothesis.

Hypotheses Ho_{16} through Ho_{20} involved a comparison of the administrative practices of different age level principals as they pertained to the leadership concepts of the position paper. The hypotheses were tested by comparing the three age groups' "YES"-"NO" responses on Part III of the Survey of High School Principals. A Chi Square Test was used to compare the "YES"-"NO" frequencies reported by each age group on the five sub-scales.

All hypotheses were tested for significance at the .05 level. The results of the statistical analyses are presented in Chapter IV along with the descriptive statistics used to make the comparisons.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

This study was designed to determine if principals differed significantly in the extent to which they agreed with and implemented the philosophy of leadership expressed in "The Secondary School Principalship," a position paper adopted by the Oklahoma Association of Secondary School Principals in 1969.

Further, it investigated the extent to which principals differed in the degree of professional status they were accorded by their respective superintendents and boards of education.

In order to conduct this investigation, the null hypotheses stated in Chapter I were formulated. It is the purpose of this chapter to interpret the data discovered and to test each of those hypotheses.

The chapter has been organized into the following sections which correspond to the major areas of this investigation: (1) characteristics of respondents; (2) school size and principals' agreement scores; (3) age level and principals' agreement scores; (4) school size and position paper practices; (5) age level and position paper practices; (6) summary of data analysis; (7) responses to selected items. Within those

sections which treat the hypotheses, the format has been to state each appropriate hypothesis and to follow with the analysis and interpretation of data used in its test.

The items which comprised each of the sub-scales of the Survey of High School Principals are presented in Tables 2 and 3.

Characteristics of Respondents

All 120 principals who participated in this investigation were male, and approximately ninety-four percent of them were white. Almost half the respondents indicated they were in the forty to forty-nine year old age group.

Eighty-nine percent held at least an Oklahoma Standard Secondary School Principal's Certificate. However, more than half the respondents did not acquire the standard certificate until after they were appointed to their first high school principalship.

Sixty-nine percent indicated that they held twelve month contracts. The use of shorter term contracts was most prevalent in the small and medium size schools. Only four principals indicated that they were not employed as full time principals.

Principals of all experience levels were well distributed throughout the three school size groups. Over half the respondents had been in their present position four years or more and approximately seventy percent had four or more years experience as a high school principal.

Many respondents had continued their professional education beyond the minimum level required for certification. Forty-three percent of the principals had completed thirty-two or more graduate hours above the master's degree.

While most principals had attended workshops dealing with human-relations, human rights, and problems of desegregation, noticeably fewer principals in the small and medium size high school groups had participated in such activities.

The characteristics of respondents are presented in Table 1. The table illustrates the number of respondents in each school-size group and the total number of respondents who possessed the characteristics investigated.

TABLE 1
CHARACTERISTICS OF RESPONDENTS

Characteristics	<u>School-size Group</u>			Total
	Small	Medium	Large	
<u>Sex</u>				
Male	40	40	40	120
Female	0	0	0	0
<u>Age</u>				
Under 30	1	1	0	2
30 to 39	11	11	12	34
40 to 49	16	22	20	58
50 or over	12	6	8	26
<u>Race</u>				
Black	0	0	3	3
American Indian	0	2	2	4
White	40	38	35	113
<u>Current Certificate</u>				
Standard Secondary				
School Principal	33	35	39	107
Provisional Secondary				
School Principal	7	5	1	13

TABLE 1--Continued

Characteristics	School-size Group			Total
	Small	Medium	Large	
<u>Term of Contract</u>				
9 months	2	1	0	3
10 months	9	4	0	13
11 months	9	9	3	21
12 months	20	26	37	83
<u>Full time Principal</u>				
Yes	36	40	40	116
No	4	0	0	4
<u>Years in present position</u>				
Less than 1	8	5	9	22
1 to 3	12	9	15	36
4 to 6	9	17	6	32
Over 6	11	9	10	30
<u>Years as High School Principal</u>				
Less than 1	4	5	4	13
1 to 3	8	6	9	23
4 to 6	7	16	12	35
7 to 9	8	6	3	17
10 to 12	3	2	4	9
13 to 15	4	1	2	7
over 15	6	4	6	16
<u>Held Standard Certificate when appointed to first high school principalship</u>				
Yes	12	18	26	56
No	28	22	14	64
<u>Highest earned degree</u>				
Master's Degree	4	4	1	9
Master's degree plus 16 to 31 graduate hours	24	22	14	60
Master's degree plus 32 or more graduate hours	12	11	15	38
Ph.D. or Ed.D.	0	3	10	13
<u>Attended workshops dealing with human relations, human rights or desegregation</u>				
Yes	25	28	39	92
No	15	12	1	28

TABLE 2

ITEMS OF PART II, SURVEY OF HIGH SCHOOL PRINCIPALS,
WHICH COMPRISED THE FIVE SUB-SCALES

Sub-scale Title	Item Number							Highest Score Possible
Values Orientation Agreement	9	11	17	23	30	36		24
Human Rights Agreement	2	8	16	28	35			20
Equality of Educational Opportunity Agreement	1	12	13	19	27			20
Educational Climate Agreement	3	4	5	7	10	15	22	52
	25	26	29	31	32	34		
Professional Status Agreement	6	14	18	20	21			28
	24	33						

TABLE 3

ITEMS OF PART III, SURVEY OF HIGH SCHOOL
PRINCIPALS, WHICH COMPRISED THE
FIVE SUB-SCALES

Sub-scale Title	Item Number								
Values Orientation Practices	10	16	20						
Human Rights Practices	6	11	17	18	27	30			
	35	37							
Equality of Educational Opportunity Practices	7	8	19	21	28	33			
Educational Climate Practices	3	4	5	12	13	14	22	23	
	24	25	26	31	32	34	36		
Professional Status Practices	1	2	9	15	29	38	39		
	40	41							

School Size and Principals' Agreement Scores

In order to discover if there was a significant relationship between the size of the high school in which the principals were employed and the extent to which the respondents expressed agreement with the position paper, hypotheses Ho_1 through Ho_5 were formulated.

The mean scores of the principals in each school-size group, the results of the one-way analysis of variance and the results of the F test for significant differences between groups are presented in the table which accompanies the treatment of each hypothesis.

Ho_1 There is no significant difference between the Values Orientation Agreement scores of principals of small, medium, and large high schools.

The mean scores of the principals in each of the three school size groups and the results of the one-way analysis of variance are presented in Table 4.

Although principals of the small high school group attained a lower mean score than principals in either of the other two groups, the difference between groups was not significant at the .05 level of confidence. The analysis of variance did not reveal a significant relationship between the size of the principals' schools and their level of agreement with the Values Orientation dimension of the position paper. Hypothesis Ho_1 was not rejected.

TABLE 4

SUMMARY DATA AND ANALYSIS OF VARIANCE--SCHOOL
SIZE AND VALUES ORIENTATION AGREEMENT

	<u>Small H.S.</u>		<u>Medium H.S.</u>		<u>Large H.S.</u>
n:	40		40		40
M:	18.08		19.00		18.73
SD:	2.13		2.34		2.64
Source	S.S.	df	J.S.	F-value	p
Between	18.05	2	9.025	1.593	N.S.
Within	662.75	117			
Total	680.80	119			
p > .05					

Ho₂ There is no significant difference between the Human Rights Agreement scores of principals of small, medium, and large high schools.

The mean scores of the three school size principal groups and the results of the one way analysis of variance are presented in Table 5.

An F-value of 3.08 was needed for the difference between groups to be considered statistically significant at the .05 level of confidence. While the resultant F-value approached but did not achieve significance, an examination of the data indicated that principals of the large high school group had a noticeably higher level of agreement with the Human Rights philosophy of the position paper than principals of either of the other groups. However, based on the analysis of the data and the level of confidence that was established

at the outset of this investigation, H_{o2} was not rejected.

TABLE 5

SUMMARY DATA AND ANALYSIS OF VARIANCE--SCHOOL
SIZE AND HUMAN RIGHTS AGREEMENT

	<u>Small H.S.</u>		<u>Medium H.S.</u>		<u>Large H.S.</u>
n:	40		40		40
M:	9.58		9.63		10.88
SD:	2.43		3.04		2.77
Source	S.S.	df	M.S.	F-value	p
Between	43.40	2	21.70	2.86	N.S.
Within	887.53	117	7.59		
Total	930.93	119			
$p > .05$					

H_{o3} There is no significant difference between the Equality of Educational Opportunity Agreement scores of principals of small, medium, and large high schools.

The mean scores of the principals in each of the three school size groups, and the results of the one way analysis of variance used to compare the means of the groups are presented in Table 6.

The highest level of agreement with the Equality of Educational Opportunity concepts of the position paper was recorded by the principals of the large high school group. They were followed by the principals of the medium and small school groups in that order. The differences between the school size principal groups, however, were not statistically

significant at the .05 level of confidence. The data failed to reveal a significant relationship between the extent to which principals agreed with this dimension of the secondary school principalship and the size of their respective high schools. Hypothesis Ho_3 was not rejected.

TABLE 6

SUMMARY DATA AND ANALYSIS OF VARIANCE--SCHOOL
SIZE AND EQUALITY OF EDUCATIONAL
OPPORTUNITY AGREEMENT

	<u>Small H.S.</u>	<u>Medium H.S.</u>	<u>Large H.S.</u>
n:	40	40	40
M:	12.63	13.08	13.30
SD:	2.05	2.65	2.95

Source	S.S.	df	M.S.	F-value	p
Between	9.45	2	4.73	0.713	N.S.
Within	776.55	117	6.64		
Total	786.00	119			

$p > .05$

Ho_4 There is no significant difference between the Educational Climate and Competencies Agreement scores of principals of small, medium, and large high schools.

The mean scores of the three school size principal groups, and the results of the one-way analysis of variance used to compare the means of the groups are presented in Table 7.

An examination of the groups' mean scores indicated that the principals of the medium size high school group

agreed with the Educational Climate and Competencies dimension of the position paper to a greater extent than the principals in either of the other groups. The principals of the small high school group showed a noticeably lower level of agreement with this dimension of the secondary school principalship when compared to either the principals of the medium school group or principals of the large high school group.

TABLE 7

SUMMARY DATA AND ANALYSIS OF VARIANCE--SCHOOL
SIZE AND EDUCATIONAL CLIMATE AND
COMPETENCIES AGREEMENT

	<u>Small H.S.</u>	<u>Medium H.S.</u>	<u>Large H.S.</u>
n:	40	40	40
M:	36.15	38.50	38.05
SD:	4.14	4.48	5.51

Source	S.S.	df	M.S.	F-value	p
Between	124.47	2	62.23	2.763	N.S.
Within	2,635.00	117	22.52		
Total	2,759.47	119			

p > .05

Although the F-value which was obtained from the analysis of the data approached the test statistic of 3.08, it revealed that the differences between the groups could not be considered statistically significant at the .05 level of confidence. Hypothesis H_{o4} was not rejected.

H_{o5} There is no significant difference between the Professional Status Agreement scores of principals of small,

medium, and large high schools.

A summary of the data and the results of the one-way analysis of variance used to compare the mean scores of the three school size principal groups are presented in Table 8.

TABLE 8

SUMMARY DATA AND ANALYSIS OF VARIANCE--SCHOOL SIZE
AND PROFESSIONAL STATUS AGREEMENT

	<u>Small H.S.</u>	<u>Medium H.S.</u>	<u>Large H.S.</u>
n:	40	40	40
M:	19.33	19.93	19.98
SD:	2.07	3.21	2.69

Source	S.S.	df	M.S.	F-value	p
Between	10.47	2	5.24	0.721	N.S.
Within	850.52	117	7.27		
Total	860.99	119			
p>.05					

While the highest mean score on the sub-scale designed to measure principals' agreement with the Professional Status precepts of the position paper was recorded by principals in the large high school group, an examination of the mean scores of the three groups did not reveal any noteworthy differences. The size of the high school did not appear to be related to the level of authority which principals required to accomplish the tasks of their leadership roles. The similarity of the groups in regard to this dimension of the position was supported by the analysis of variance and the F test which was

not statistically significant. Hypothesis H_{o_5} was not rejected.

Age Level and Principals' Agreement Scores

Hypotheses H_{o_6} through $H_{o_{10}}$ were formulated to investigate the relationship between the age level of principals and the degree to which the respondents expressed agreement with each of the five dimensions of the position paper.

H_{o_6} There is no significant difference between the Values Orientation Agreement scores of early, middle, and mature adult principals.

A summary of the data used to test the relationship between the age level of principals and the extent of agreement with this dimension of the position paper, and the results of the one-way analysis of variance are presented in Table 9.

TABLE 9

SUMMARY DATA AND ANALYSIS OF VARIANCE--AGE LEVEL AND VALUES ORIENTATION AGREEMENT

	<u>Early</u>	<u>Middle</u>	<u>Mature</u>
n:	35	56	29
M:	18.26	18.59	19.03
SD:	2.65	2.23	2.38

Source	S.S.	df	M.S.	F-value	p
Between	9.60	2	4.80	0.837	N.S.
Within	671.20	117	5.74		
Total	680.80	119			

$p > .05$

The age level of principals did not appear to be related with the extent to which they expressed agreement with the Values Orientation concepts of the position paper. While the level of agreement did increase as the age levels of the groups increased, the differences between the mean scores of the groups were significant at the .05 level of confidence. Hypothesis H_{o6} was not rejected.

H_{o7} There is no significant difference between the Human Rights Agreement scores of early, middle, and mature adult principals.

A summary of the data and the results of the analysis of variance which compared the mean scores of the three age level groups are presented in Table 10.

TABLE 10
SUMMARY DATA AND ANALYSIS OF VARIANCE--AGE LEVEL
AND HUMAN RIGHTS AGREEMENT

	<u>Early</u>	<u>Middle</u>	<u>Mature</u>
n:	35	56	29
M:	10.31	9.75	10.21
SD:	2.97	3.05	1.99

Source	S.S.	df	M.S.	F-value	p
Between	8.12	2	4.06	0.515	N.S.
Within	922.81	117	7.89		
Total	930.93	119			

$p > .05$

The mean scores of principals who were categorized by age level did not indicate the existence of a significant relationship between the age of principals and the level of their agreement with the Human Rights concepts of the position paper. On this particular sub-scale, the principals in the early adult group recorded the highest mean score and were followed by the mature adult principals. The differences between groups were not statistically significant and hypothesis H_{o7} was not rejected.

H_{o8} There is no significant difference between the Equality of Educational Opportunity Agreement scores of early, middle, and mature adult principals.

The mean scores of the three principal groups, and the results of the one-way analysis of variance used to compare and test the means for significance are presented in Table 11.

TABLE 11

SUMMARY DATA AND ANALYSIS OF VARIANCE--AGE LEVEL AND
EQUALITY OF EDUCATIONAL OPPORTUNITY AGREEMENT

	<u>Early</u>	<u>Middle</u>	<u>Mature</u>		
n:	35	56	29		
M:	12.83	12.46	14.24		
SD:	2.87	2.45	2.01		
Source	S.S.	df	M.S.	F-value	p
Between	61.79	2	30.89	4.99	.01
Within	742.21	117	6.19		
Total	786.00	119			
$p < .01$	4.82				

The respondents who were classified as fifty years of age or older comprised the principal group which recorded the highest level of agreement on the Equality of Educational Opportunity sub-scale. While the principals in the middle adult group showed a somewhat lower level of agreement than the principals in the early adult group, the extent to which the mature adult principals agreed with this dimension of the position paper was noticeably greater than that shown by either of the other groups. This finding was supported by the analysis of variance and the F test which revealed that the difference between groups was statistically significant at the .05 level of confidence. Based on the results of the analysis of the data, hypothesis H_{08} was rejected.

H_{09} There is no significant difference between the Educational Climate and Competencies Agreement scores of early, middle, and mature adult principals.

A summary of the data and the results of the analysis of variance which compared the mean scores of the three age level groups of this dimension of the position paper are presented in Table 12.

The highest level of agreement with the Educational Climate and Competencies concepts of the position paper was attained by the principals in the mature adult group.

The variance within each principal group was high on this sub-scale when compared to those recorded on the other four dimensions of the position paper. A similar phenomenon

was experienced when the relationship between school size and agreement with this area of the principalship was investigated. This indicated that an apparent lack of agreement as to the specific responsibilities of the principal in this domain existed among high school principals.

TABLE 12

SUMMARY DATA AND ANALYSIS OF VARIANCE--AGE LEVEL AND
EDUCATIONAL CLIMATE AND COMPETENCIES AGREEMENT

	<u>Early</u>	<u>Middle</u>	<u>Mature</u>
n:	35	56	29
M:	37.71	36.88	38.72
SD:	6.31	4.09	3.87

Source	S.S.	df	M.S.	F-value	p
Between	66.41	2	33.20	1.442	N.S.
Within	2,693.06	117	23.02		
Total	2,759.47	119			

$p > .05$

The analysis of the data and the F test indicated that the differences between the mean scores of the principal groups were statistically not significant. H_{09} was not rejected.

H_{010} There is no significant difference between the Professional Status Agreement scores of early, middle, and mature adult principals.

The mean scores of the three principal groups and the results of the analysis of variance are illustrated in Table 13.

TABLE 13

SUMMARY DATA AND ANALYSIS OF VARIANCE--AGE LEVEL
AND PROFESSIONAL STATUS AGREEMENT

	<u>Early</u>	<u>Middle</u>	<u>Mature</u>
n:	35	56	29
M:	20.26	19.59	19.41
SD:	3.13	2.63	2.18

Source	S.S.	df	M.S.	F-value	p
Between	13.72	2	6.86	0.058	N.S.
Within	13,820.28	117	118.12		
Total	13,834.00	119			

p > .05

An examination of the mean scores indicated that agreement with the Professional Status dimension of the position paper tended to decrease as the age level of the groups increased. The differences, however, were very slight, and the analysis of variance and the F test revealed no significant relationship between the age level of respondents and the level of agreement with this area of the position paper. H_{010} was not rejected.

School Size and Position Paper Practices

The relationship between school size and the extent to which principals had implemented in the school those practices which demonstrate a commitment to the philosophy of the position paper was investigated through the analysis of the data collected to test hypotheses H_{011} through H_{014} . The

relationship between school size and the professional status accorded principals was investigated through hypothesis H_{015} .

The test for statistical significance used throughout this section was the chi square (χ^2). The tables used to illustrate the summary data and analyses share a common format. For each hypothesis, the frequencies of positive and negative responses to the appropriate sub-scale of Part III, Survey of High School Principals, are presented in a 3 x 2 design. The frequencies of responses for each principal group are located in the center of each cell, and the percentages are located in the lower right corner of each cell.

H_{011} There is no significant difference between the principals of small, medium, and large high schools in the extent to which they have implemented those practices which demonstrate a commitment to the Values Orientation philosophy of the position paper.

The frequencies of positive and negative responses to the Values Orientation Practices sub-scale which were used in the data analysis, and the results of the chi square test for significance are presented in Table 14.

The principals of the large high school group reported the highest number of positive responses on the Values Orientation Practices sub-scale, while the small and medium school groups ranked second and third respectively.

However, a chi square value of 5.99 was needed to support the contention that there was a statistically sig-

nificant relationship between school size the extent to which principals have implemented practices which reflect the philosophy of this dimension of the position paper and have avoided those practices which are contrary to it. Hypothesis H_{011} was not rejected.

TABLE 14
RELATION BETWEEN SCHOOL SIZE AND VALUES
ORIENTATION PRACTICES

	<u>Responses</u>	
	Negative	Positive
Small H.S.	35 .29	85 .71
Medium H.S.	45 .375	75 .625
Large H.S.	33 .275	87 .725
$\chi^2 = 3.198; p > .05, 2df$		

H_{012} There is no significant difference between the principals of small, medium, and large high schools in the extent to which they have implemented those practices which demonstrate a commitment to the Human Rights philosophy of the position paper.

The frequencies of the positive and negative responses to the Human Rights Practices sub-scale and the results of the chi square test for significance are illustrated in Table 15.

TABLE 15

RELATION BETWEEN SCHOOL SIZE AND
HUMAN RIGHTS PRACTICES

	<u>Responses</u>	
	Negative	Positive
Small H.S.	150 .47	170 .53
Medium H.S.	136 .43	184 .57
Large H.S.	101 .32	219 .68
$\chi^2 = 16.55; p < .001$ 13.82, 2 df		

An examination of the data collected through the Human Rights Practices sub-scale indicates that the policies and practices of the large high school group are more consistent with the philosophy of this dimension of the position paper than were the policies and practices of the other school size groups. On this sub-scale the medium and small school groups ranked second and third respectively. A chi square score which was significant at the .001 level of confidence revealed that the difference between the reported practices of the three groups was statistically significant. Hypothesis H_{012} was rejected.

H_{013} There is no significant difference between the principals of small, medium, and large high schools in the extent to which they have implemented those practices which demonstrate a commitment to the Equality of Educational

Opportunity philosophy of the position paper.

The summary of the data used to test this hypothesis and the results of the chi square test for significance are presented in Table 16.

TABLE 16

RELATION BETWEEN SCHOOL SIZE AND EQUALITY
OF EDUCATIONAL OPPORTUNITY PRACTICES

	<u>Responses</u>	
	Negative	Positive
Small H.S.	67 .28	173 .72
Medium H.S.	84 .35	156 .65
Large H.S.	70 .29	170 .71
$\chi^2 = 3.225; p > .05, 2 \text{ df}$		

The highest percentage of positive responses to the Equality of Educational Opportunity sub-scale was recorded by the principals of the small school group, with the large school group ranking second. The chi square test revealed that the difference between groups was not significant at the .05 level of confidence. Hypothesis H_{013} was not rejected.

H_{014} There is no significant difference between the principals of small, medium, and large high schools in the extent to which they have implemented those practices which demonstrate a commitment to the Educational Climate and Competencies philosophy of the position paper.

The summary data used to test this hypothesis and the results of the chi square test for significance are presented in Table 17.

TABLE 17
RELATION BETWEEN SCHOOL SIZE AND EDUCATIONAL
CLIMATE AND COMPETENCIES PRACTICES

	<u>Responses</u>	
	Negative	Positive
Small H.S.	265 .44	335 .56
Medium H.S.	256 .43	344 .57
Large H.S.	232 .39	368 .61
$\chi^2 = 3.986; p > .05, 2 \text{ df}$		

The principals of the large high school group reported the highest percentage of practices which reflect a commitment to the Educational Climate and Competencies dimension of the position paper. A noticeably lower percentage of positive practices was reported by both of the other school size groups. However, the chi square test indicated that the difference between groups was not statistically significant at the .05 level of confidence. Hypothesis H_{014} was not rejected.

H_{015} Principals of small, medium, and large high schools do not differ significantly in Professional Status.

The summary data used to test this hypothesis and the results of the chi square test for significant differences are illustrated in Table 18.

TABLE 18

RELATION BETWEEN SCHOOL SIZE AND
PROFESSIONAL STATUS PRACTICES

	<u>Responses</u>	
	Negative	Positive
Small H.S.	97 .27	262 .73
Medium H.S.	75 .21	285 .79
Large H.S.	98 .27	262 .73
$\chi^2 = 5.007; p > .05, 2 \text{ df}$		

An examination of the data collected through the Professional Status Practices sub-scale indicates that those practices which permit secondary school principals to exercise educational leadership consistent with the philosophy of the position paper are present to a greater degree in the medium size high schools.

Since a chi square score of 5.99 was needed for any differences between the groups to be considered statistically significant, hypothesis H_{015} was not rejected.

Age Level of Principals and Position Paper Practices

The relationship between the age level of the respondents and the extent to which principals have implemented in the schools those practices which demonstrate a commitment to philosophy of leadership delineated in the position paper was investigated through the analysis of the data collected to test hypotheses Ho_{16} through Ho_{19} . The relationship between the age level of principals and professional status was investigated through hypothesis Ho_{20} .

The chi square (X^2) test was used to determine if statistically significant differences existed between the principal groups. Summary data and the analyses are presented in the same format used in the previous section.

Ho_{16} There is no significant difference between early, middle, and mature adult principals in the extent to which they have implemented practices which demonstrate a commitment to the Values Orientation philosophy of the position paper.

The frequencies of positive and negative responses to the Values Orientation Practices sub-scale which were used in the data analysis and the results of the chi square test are illustrated in Table 19.

The principals in the mature adult group reported the highest percentage of practices which reflect the Values Orientation philosophy of the position paper. The principals in the middle adult and early adult groups ranked second and

third, respectively, on this dimension. The chi square test, however, revealed that the difference between groups was not statistically significant. Hypothesis H_{016} was not rejected.

TABLE 19

RELATION BETWEEN AGE LEVEL OF PRINCIPALS
AND VALUES ORIENTATION PRACTICES

	<u>Responses</u>	
	Negative	Positive
Early Adult	35 .33	70 .67
Middle Adult	57 .34	111 .66
Mature Adult	21 .24	66 .76
$\chi^2 = 2.55; p > .05, 2 \text{ df}$		

H_{017} There is no significant difference between early, middle, and mature adult principals in the extent to which they have implemented practices which demonstrate a commitment to the Human Rights philosophy of the position paper.

The summary data used to test the hypothesis and the results of the chi square test for significant differences between the three principal groups are presented in Table 20.

The analysis of responses to the Human Rights Practices sub-scale shows that principals in the fifty years of age or older group reported implementation of the highest

percentage of practices which reflect the human rights dimension of the position paper. Based on the percentage of positive responses recorded each of the principal groups, the principals in the middle adult group ranked second, while the early adult group ranked third when measured on this dimension of the position paper. The chi square test further indicated that the difference between groups was statistically significant at the .05 level of confidence. Hypothesis H_{017} was rejected.

TABLE 20

RELATION BETWEEN AGE LEVEL OF PRINCIPALS
AND HUMAN RIGHTS PRACTICES

	<u>Responses</u>	
	Negative	Positive
Early Adult	131 .47	149 .53
Middle Adult	174 .39	274 .61
Mature Adult	82 .35	150 .65
$\chi^2 = 7.717; p < .05$ 5.99, 2 df		

H_{018} There is no significant difference between early, middle, and mature adult principals in the extent to which they have implemented practices which demonstrate a commitment to the Equality of Educational Opportunity philosophy of the position paper.

The summary data used to test the hypothesis and the results of the chi square test for statistically significant differences between the three principal groups are presented in Table 21.

TABLE 21

RELATION BETWEEN AGE LEVEL OF PRINCIPALS AND EQUALITY OF EDUCATIONAL OPPORTUNITY PRACTICES

	<u>Responses</u>	
	Negative	Positive
Early Adult	70 .33	140 .67
Middle Adult	106 .32	230 .68
Mature Adult	45 .26	129 .74
$\chi^2 = 2.60; p > .05, 2 \text{ df}$		

An examination of the percentages of positive responses reveals that the mature adult group principals achieved the highest level of compliance with the Equality of Educational Opportunity concepts when compared to the other two groups. The early adult group reported the lowest percentage of positive practices. The chi square test, however, indicated that the difference between groups was not statistically significant. Hypothesis H_{018} was not rejected.

H_{019} There is no significant difference between early, middle, and mature adult principals in the extent to which they have implemented practices which reflect a commit-

ment to the Educational Climate and Competencies philosophy of the position paper.

A summary of the data collected through the Educational Climate and Competencies Practices sub-scale and the results of the chi square test for significant differences are presented in Table 22.

TABLE 22

RELATION BETWEEN AGE LEVEL OF PRINCIPALS AND EDUCATIONAL CLIMATE AND COMPETENCIES PRACTICES

	<u>Responses</u>	
	Negative	Positive
Early Adult	230 .44	295 .56
Middle Adult	365 .43	475 .57
Mature Adult	158 .36	277 .64
$\chi^2 = 7.183; p < .05$ 5.99, 2 df		

The principals in the fifty years of age and over group reported the highest percentage of positive practices when they responded to the Educational Climate and Competencies sub-scale. Both the early and middle adult groups, which differed only slightly from each other, were noticeably less effective in operationalizing the philosophy expressed in this dimension of the position paper.

The chi square test indicated that the difference between groups was significant at the .05 level of confidence.

Hypothesis H_{019} was rejected.

H_{020} Early, middle, and mature adult principals do not differ significantly in Professional Status.

The summary of the data used to test this hypothesis and the results of the chi square test for significance are presented in Table 23.

TABLE 23

RELATION BETWEEN AGE LEVEL OF PRINCIPALS
AND PROFESSIONAL STATUS PRACTICES

	<u>Responses</u>	
	Negative	Positive
Early Adult	78 .25	237 .75
Middle Adult	122 .24	382 .76
Mature Adult	70 .27	191 .73
$\chi^2 = 0.698; p > .05, 2 \text{ df}$		

The analysis of the data revealed that there appeared to be little relationship between the age level of principals and the degree of professional status they command. Based on the percentages of positive responses, the middle adult group of principals was ranked first, while the mature adult principals were ranked last.

The chi square test supported the finding of non-significant difference between the three age level groups on the Professional Status sub-scale. Since the chi square was

not statistically significant, hypothesis Ho_{20} was not rejected.

Summary of the Data Analysis

No statistically significant relationship was found between the size of principals' schools and principals' scores on the five sub-scales of the Position Paper Agreement Scale. However, the mean score of the small school-size group was lower than the mean scores of the principals of the other groups on each of the sub-scales. When the scores of the three groups on the Human Rights Agreement and Educational Climate and Competencies sub-scales were analyzed the differences between groups were found to approach the .05 level of significance. However, hypotheses Ho_1 through Ho_5 were not rejected.

Another aspect of this investigation was to determine if there was a significant relationship between the age level of the respondents and the extent to which they agreed with the philosophy of the position paper.

The differences between the scores of the three age-level groups on the Values Orientation Agreement, Human Rights Agreement, Educational Climate and Competencies Agreement, and Professional Status Agreement sub-scales were not statistically significant. Therefore, hypotheses Ho_6 , Ho_7 , Ho_9 , and Ho_{10} were not rejected.

When the mean scores of the three age-level groups on the Equality of Educational Opportunity sub-scale were

analyzed the differences between the groups were significant at the .01 level of confidence. The highest mean score on that dimension was attained by the principals in the fifty years of age or older group. Hypothesis Ho_8 was rejected.

It should be noted that a comparison of the mean scores recorded on each of the five sub-scales revealed that principals indicated the lowest level of agreement with the Human Rights dimension of the position paper.

The relationship between school size and the extent to which principals implemented specific practices to foster the realization of the philosophy expressed in the position paper was investigated through an examination of principals' responses to the Position Paper Practices sub-scale.

The highest percentage of positive responses on the Values Orientation Practices, Human Rights Practices, and Educational Climate and Competencies Practices sub-scales were reported by the principals in the large school-size group. However, the chi square test indicated that the difference between groups was statistically significant on only the Human Rights sub-scale. The difference between groups on that scale was significant at the .001 level of confidence.

Hypothesis Ho_{12} was rejected. Hypotheses Ho_{11} , Ho_{13} , Ho_{14} , and Ho_{15} were not rejected.

The relationship between the age level of principals and the implementation of practices consistent with the philosophy of the position paper was investigated through

hypotheses Ho_{16} through Ho_{20} . The principals classified as fifty years of age or over reported the highest percentage of positive practices when they responded to the Human Rights, and Educational Climate and Competencies sub-scales. The chi square test revealed that the differences between the three age-level groups were significant at the .05 level of confidence. As a result, hypotheses Ho_{17} and Ho_{19} were rejected.

The Mature Adult Principals also reported the highest percentage of practices which demonstrated a commitment to the philosophy of the position paper when they responded to the Values Orientation and Equality of Educational Opportunity sub-scales. The differences between groups, however, were not statistically significant and hypotheses Ho_{16} and Ho_{18} were not rejected.

Hypothesis Ho_{20} was designed to examine the relationship between the age levels of principals and the degree of professional status principals were accorded by their superintendents and boards of education. The analysis of principals' responses to the Professional Status Practices sub-scale revealed no significant difference between groups. Hypothesis Ho_{20} was not rejected.

Responses to Selected Items of the Survey of High School Principals

The large number of items which comprised the Survey of High School Principals precluded an in depth analysis of the principals' responses to each of the items. The items

treated in this section were selected because they focused on those concepts and practices which were fundamental expressions of commitment to or rejection of the philosophy of leadership expressed in "The Secondary School Principalship."

This section has been organized into the following divisions: (1) responses to selected items of the Position Paper Agreement Scale; (2) responses to selected items of the Position Paper Practices Scale; and (3) interpretation of responses to selected items.

Responses to Selected Items of the Position Paper Agreement Scale

The statements treated below were selected from each of the five sub-scales which comprised the Position Paper Agreement Scale and are grouped according to sub-scale classification.

Principals were asked to indicate the extent to which they agreed or disagreed with each item by selecting one of the following alternatives:

SD--strongly disagree

D--disagree

U--undecided

A--agree

SA--strongly agree

The response data are reported in terms of the percentage of principals who chose each of the alternative responses to the various statements. These data are presented

in the tables which follow the selected items from each sub-scale.

Values Orientation Agreement

Item 9: The application of reason is more desirable than reliance on absolute authority in decision-making.

Item 11: The school has a responsibility to respect individual student differences.

TABLE 24

RESPONSES TO SELECTED ITEMS OF THE VALUES
ORIENTATION AGREEMENT SUB-SCALE

ITEM	SD	D	U	A	SA
9	.01	.02	.05	.63	.29
11	.00	.03	.05	.58	.35

Human Rights Agreement

Item 2: When school personnel act in a manner which respects the privacy of high school students, they compromise the trust parents have placed in the school.

Item 8: The establishment of formal grievance procedures stimulates open dissatisfaction among subordinates.

Item 28: Non-compulsory school sponsored prayer has a definite role in the educational program of students.

TABLE 25

RESPONSES TO SELECTED ITEMS OF THE HUMAN
RIGHTS AGREEMENT SUB-SCALE

ITEM	SD	D	U	A	SA
2	.09	.36	.14	.28	.13
8	.11	.51	.14	.24	.00
28	.02	.11	.20	.56	.12

Equality of Educational Opportunity Agreement

Item 12: It is not appropriate for principals to exert special effort to insure participation by members of ethnic minorities and low-income groups in the total school program.

Item 19: There is less need to emphasize equality of educational opportunity today than in the 1960's.

TABLE 26

RESPONSES TO SELECTED ITEMS OF THE EQUALITY OF
EDUCATIONAL OPPORTUNITY AGREEMENT SUB-SCALE

ITEM	SD	D	U	A	SA
12	.21	.58	.07	.12	.03
19	.28	.55	.09	.08	.01

Educational Climate and Competencies Agreement

Item 3: The involvement of high school students in decision-making hampers the achievement of educational goals.

- Item 4: Within the school, the principal is the key person for initiating change.
- Item 5: The best approach to involving professional staff members in decision-making is to wait until they express a desire for involvement.
- Item 10: High school students should participate in the development of rules and regulations which govern student behavior.
- Item 22: When high school students are involved in resolving school problems or establishing school policies, they should be limited to an advisory role.
- Item 31: The principal is chiefly responsible for providing a healthy and stimulating school climate for students and faculty.

TABLE 27

RESPONSES TO SELECTED ITEMS OF THE EDUCATIONAL
CLIMATE AND COMPETENCIES AGREEMENT SUB-SCALE

ITEM	SD	D	U	A	SA
3	.22	.62	.10	.07	.00
4	.03	.13	.09	.46	.29
5	.28	.69	.02	.01	.00
10	.02	.04	.10	.73	.12
22	.01	.18	.07	.62	.13
31	.01	.07	.05	.58	.30

Professional Status Agreement

Item 6: During professional negotiations between teachers and the board of education, it is appropriate for principals to represent the board of education.

Item 33: In the final analysis the major justification for the position of the principal is leadership.

TABLE 28

RESPONSES TO SELECTED ITEMS OF THE PROFESSIONAL
STATUS AGREEMENT SUB-SCALE

ITEM	SD	D	U	A	SA
6	.12	.32	.24	.24	.08
33	.00	.05	.04	.58	.33

Responses to Selected Items of the
Position Paper Practices Scale

The statements included in this section were selected from the Position Paper Practices Scale. Each of the five sub-scales is represented and the items are organized according to sub-scale classification.

The principals were asked to respond to each item by selecting one of two alternatives. If the stated practice had been implemented in the school the respondents were asked to circle "YES" and if the practice was not followed, the principals were asked to circle "NO".

The percentage of "YES" and "NO" responses are presented in the tables which follow each series of sub-scale items.

Values Orientation Practices

- Item 10: Specific procedures are established through which students may appeal disciplinary decisions and practices.
- Item 16: The school has a dress and grooming code, other than one designed to protect student health and safety.
- Item 20: Teachers, regardless of length of service, are dismissed only after they have been presented with a formal statement describing the grounds for dismissal.

TABLE 29

RESPONSES TO SELECTED ITEMS OF THE VALUES
ORIENTATION PRACTICES SUB-SCALE

Item	Yes	No
10	.78	.22
16	.60	.40
20	.88	.12

Human Rights Practices

- Item 6: Students are provided a hearing prior to suspensions in excess of five days.
- Item 11: Rules and regulations of the school are published and made available to all students.
- Item 18: Specific grievance procedures for teachers are outlined in some published form.

Item 27: Non-compulsory prayers and/or Bible readings are included in the daily school activities.

TABLE 30

RESPONSES TO SELECTED ITEMS OF THE HUMAN
RIGHTS PRACTICES SUB-SCALE

Item	Yes	No
6	.78	.22
11	.98	.02
18	.59	.41
27	.29	.71

Equality of Educational Opportunity Practices

Item 7: Students are required to pay fees in order to participate in certain courses of instruction.

Item 21: In-service programs or workshops are conducted for the purpose of improving teachers' abilities to work with disadvantaged students.

Item 28: Charters or constitutions of the various student clubs and organizations specifically guarantee the right of ethnic minorities to participate.

TABLE 31

RESPONSES TO SELECTED ITEMS OF THE EQUALITY OF EDUCATIONAL OPPORTUNITY PRACTICES SUB-SCALE

Item	Yes	No
7	.80	.20
21	.59	.41
28	.81	.19

Educational Climate and Competencies Practices

- Item 5: At least annually, the faculty is involved in identifying areas of strengths and weaknesses in the curriculum.
- Item 13: The school provides leadership training programs or workshops for newly elected student officers and members of the student council.
- Item 22: Teachers are directly involved in the identification and selection of criteria upon which they are evaluated.
- Item 24: The faculty is systematically involved in the selection of new teachers.
- Item 31: A conference is conducted with each teacher after you complete an evaluation or observation of the teacher's performance.

TABLE 32 -

RESPONSES TO SELECTED ITEMS OF THE EDUCATIONAL
CLIMATE AND COMPETENCIES PRACTICES SUB-SCALE

Item	Yes	No
5	.78	.22
13	.53	.47
22	.50	.50
23	.53	.47
24	.15	.85
31	.83	.17

Professional Status Practices

- Item 1: Teachers are hired only after your approval or recommendation.
- Item 2: The position of the principal is clearly defined in your present contract.
- Item 29: You participate in board of education meetings as a spokesman for the needs and accomplishments of your school.
- Item 39: The superintendent involves you in planning the allocation of physical and financial resources used in the school.

TABLE 33

RESPONSES TO SELECTED ITEMS OF THE PROFESSIONAL
STATUS PRACTICES SUB-SCALE

Item	Yes	No
1	.82	.18
2	.33	.67
29	.54	.46
39	.75	.25

Interpretation of Responses to Selected Items

Values Orientation

Responses to selected items of the Values Orientation Agreement sub-scale indicated that respondents generally agreed with two concepts fundamental to the position paper.

A total of ninety-two percent of the principals expressed agreement or strong agreement with the following statement expressed in item 9:

The application of reason is more desirable than reliance on absolute authority in decision-making.

The concept that the school has a responsibility to respect individual student differences found agreement among ninety-three percent of the principals.

An examination of the responses to the Values Orientation Practices sub-scale indicated that grievance procedures for students had been implemented in seventy-eight percent of the schools and that a formal statement describing the grounds for dismissal preceded the dismissal of teachers

in eighty-eight percent of the schools. Those responses revealed that many Oklahoma high school principals had implemented procedures which demonstrated a commitment to the concepts of individual justice and the application of reason expressed in the position paper.

However, sixty percent of the principals indicated that their schools maintained dress and grooming codes. The number of high schools which continued to prescribe standards of dress for students must be considered high when viewed in the context of the respondents expressed respect for the individuality of students.

Human Rights

Responses to selected statements of the Human Rights Agreement sub-scale revealed that a range of diverse opinions existed among principals in regard to this dimension of the position paper.

This condition was especially apparent from the responses to item 2 which stated:

When school personnel act in a manner which respects the privacy of high school students, they compromise the trust parents have placed in the school.

Forty-one percent of the respondents expressed agreement with that statement, while forty-five percent disagreed and fourteen percent were undecided. The range of responses indicated that Oklahoma high school principals had not developed an incisive and comprehensive definition of the school's

responsibility to parents and students in this important and often perplexing matter.

Responses to item 8 also indicated a lack of unity in principals' responses. Twenty-four percent of the principals agreed with the following statement, while fourteen percent were undecided.

The establishment of formal grievance procedures stimulates open dissatisfaction among subordinates.

While most principals did not agree with that statement, the number of principals who expressed agreement or were undecided was large enough to suggest that a management orientation which placed a high priority on the suppression or elimination of conflict continued to prevail among many high school principals.

The use of school sponsored prayer in the school program was explored in item 28. Although definitive judicial opinions had been rendered on this issue, twenty percent of the principals responded that they were undecided, while sixty-seven percent indicated that school sponsored prayers should have a role in the educational program of students. This finding was especially significant since it suggested that most Oklahoma high school principals had not conceptualized the full implication of such fundamental and cherished beliefs as freedom of religion and separation of church and state.

The disparity of principals' attitudes toward the selected statements of the Human Rights Agreement sub-scale

was mirrored, to some extent, in the responses to the corresponding practices sub-scale. Ninety-eight percent of the principals indicated that rules governing student behavior in their schools had been published and that students were provided a hearing prior to extended suspensions in seventy-eight percent of the schools. It should be noted that most principals had established basic procedures for student personnel which demonstrated a commitment to the concept of due process by law expressed in "The Secondary School Principalship."

However, only fifty-nine percent of the schools had established formal grievance procedures for teachers, and non-compulsory school sponsored prayers and/or Bible readings were part of the daily school activities in twenty-nine percent of the schools. Although less than one-third of the schools continued to sponsor activities of a devotional nature, it is important to note that such practices contravened the premise that the school has a responsibility to engender in the students it serves a respect for the laws of the nation.

Equality of Educational Opportunity

Responses to item 12 indicated that seventy-nine percent of the principals aligned themselves with the concept of a leadership role in achieving equality of educational opportunity when they disagreed with that statement.

Item 12 stated that:

It is not appropriate for principals to exert special effort to insure participation by members of ethnic minorities and low-income groups in the total school program.

An examination of the responses to item 19 revealed that only nine percent of the principals believed that there was less need to emphasize equality of educational opportunity than in the early 1960's. It was evident that Oklahoma high school principals continued to regard the goal of equality of educational opportunity as a legitimate concern of the public schools.

Responses to selected items of the Equality of Educational Opportunity Practices sub-scale illustrated a degree of reticence on the part of some schools to take positive steps to insure equality of educational opportunity in certain facets of the school program.

Eighty percent of the principals reported that students were required to pay fees in order to participate in certain courses of instruction. That condition should not be construed as demonstrative of an attitude or policy of high school principals, since it may result from forces over which they have little control.

Only fifty-nine percent of the principals indicated that special programs had been conducted to improve teachers' abilities to work with disadvantaged students.

It is evident that many principals and schools have addressed themselves to the issue of minority participation in student organizations. Eighty-one percent of the princi-

pals replied in the affirmative to item 28 which stated:

Charters or constitutions of the various student clubs and organizations specifically guarantee the right of ethnic minorities to participate.

Educational Climate and Competencies

Eighty-four percent of the respondents did not view the involvement of students in decision-making as an impediment to the achievement of educational goals. Eighty-four percent of the principals also indicated agreement or strong agreement with item 10 which stated that:

High school students should participate in the development of rules and regulations which govern student behavior.

However, responses to item 22 provided some insight into the limited decision-making role many principals considered appropriate to high school students. When responding to the following statement, thirteen percent of the principals indicated strong agreement and sixty-two percent reported agreement:

When high school students are involved in resolving school problems or establishing school policies, they should be limited to an advisory role.

Based on the responses to item 5, it was evident that most principals did not believe that the involvement of teachers in the decision-making processes should be left to chance or result only from faculty pressure for such involvement. Twenty-eight percent indicated strong disagreement and sixty-nine percent chose to disagree with the following statement:

The best approach to involving professional staff members in decision-making is to wait until they express a desire for such involvement.

Evidence of the principals' acceptance of the change agent function of leadership was found in their responses to item 4. Seventy-five percent indicated agreement or strong agreement with the concept that:

Within the school, the principal is the key person for initiating change.

In response to item 31, eighty-eight percent of the principals indicated agreement or strong agreement with the following statement:

The principal is chiefly responsible for providing a healthy and stimulating school climate for students and teachers.

Principals responses to the corresponding practices sub-scale revealed a somewhat limited use of teacher expertise to improve the educational climate of the school.

Half the principals reported that teachers were directly involved in the identification and selection of the criteria upon which they were evaluated. In only fifteen percent of the schools were teachers systematically involved in the selection of new teachers.

In regard to preparing students for a more active and effective leadership role, forty-seven percent of the principals reported that no leadership training programs were provided for newly elected student officers and members of the student council.

Responses to item 5 indicated that many principals had involved faculty members in the evaluation of the educational program. Seventy-eight percent responded in the affirmative to the following statement:

At least annually the faculty is involved in identifying areas of strengths and weaknesses in the curriculum.

It was also apparent from the responses to item 31 that many principals may have been utilizing evaluations and observations of teachers' performance as a tool for improving the quality of teaching. Eighty-three percent of the principals indicated that the following practice, stated in item 31, was followed:

A conference is conducted with each teacher after you complete an evaluation or observation of the teacher's performance.

Professional Status

The attitude of principals toward their role in professional negotiations was investigated through item 6, which stated:

During professional negotiations between teachers and the board of education, it is appropriate for principals to represent the board of education.

The responses revealed a surprising lack of consensus as to what the role of the principal should be in this critical area. Thirty-two percent agreed or strongly agreed with the statement, and twenty-four percent were undecided.

When responding to item 33, ninety-one percent of the principals agreed or strongly agreed with the following

statement:

In the final analysis the major justification for the position of the principal is leadership.

An examination of the responses to selected items of the Professional Status Practices sub-scale revealed that authority to discharge the responsibilities of their office was delegated to many principals in regard to some matters but that many superintendents and boards apparently did not expect principals to exert a leadership role in other areas.

Eighty-two percent of the respondents reported that teachers were hired only after principals approved or recommended the appointments. Seventy-five percent of the principals indicated that their superintendents involved them in planning the allocation of physical and financial resources used in their respective schools.

The responses to item 29, however, indicated that many principals had not exercised a leadership role in informing their respective boards of education of their schools' needs. Only fifty-four percent of the principals responded in the affirmative to the following statement:

You participate in board of education meetings as a spokesman for the needs and accomplishments of your school.

It appeared that many superintendents were willing to share authority with principals in matters which were essentially intra-school in nature but had not recognized or encouraged the principal's leadership role as it related to

informing the community and board of education of the school's needs and accomplishments.

An interesting finding which bears on the leadership role principals were expected to exercise was revealed when sixty-seven percent of the respondents reported that their contracts did not clearly define the position of the principal.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The problem of this investigation was to determine if principals of selected Oklahoma public high schools differed in the extent to which their attitudes and practices reflected the philosophy of leadership expressed in "The Secondary School Principalship," a position paper adopted by the Oklahoma Association of Secondary School Principals on May 3, 1969.

Further, this study also sought to determine if principals differed in terms of the professional status they were accorded by their respective superintendents and boards of education.

The hypotheses which were formulated to study this problem were concerned with the relationship between:

- (1) school size and principals' Position Paper Agreement scores.
- (2) age level of principals and their Position Paper Agreement scores.
- (3) school size and principals' Position Paper Practices scores.
- (4) age level of principals and their Position Paper

Practices scores.

The principals who participated in this study were employed in selected public senior high schools in Oklahoma. The selection of high schools was based on the following criteria:

1. the school was currently accredited at the time of the investigation by the North Central Association of Colleges and Secondary Schools; and
2. the school was administratively and physically separate from elementary and junior high schools.

Based on the criteria stated above, 134 principals were identified for participation in this study.

The data for this investigation was collected through the Survey of High School Principals, which was mailed to each of the 134 principals. When the data collection process was terminated, 130 principals, or approximately ninety-seven percent (97.01) of the principals surveyed, had completed and returned the questionnaire. A total of 120 returns were usable and they accounted for more than eighty-nine percent (89.55) of the initial mailing.

The Survey of High School Principals was developed for this investigation to gather three types of data. Biographical data on each respondent was collected through Part I. Principals attitudes toward the position paper were assessed through their responses to Part II, the Position Paper Agreement Scale. Information regarding the implementa-

tion of specific practices which demonstrated a commitment to the philosophy of the position paper was provided through the principals responses to the Position Paper Practices Scale.

Since five major themes or dimensions were identified in "The Secondary School Principalship," Part II and Part III of the instrument were each divided into five sub-scales which reflected the following taxonomy: (1) Values Orientation; (2) Human Rights; (3) Equality of Educational Opportunity; (4) Educational Climate and Competencies; (5) Professional Status.

Following a review of the literature and an analysis of the position paper, an item pool was developed for each sub-scale. A preliminary form of the Position Paper Agreement Scale was then administered to twenty-nine graduate students of school administration at the university of Oklahoma. Factor analysis of the resultant scores provided a basis for elimination of items and served to establish the construct validity of the scale.

The statements contained in the Position Paper Agreement Scale and in the Position Paper Practices Scale were also submitted to evaluation by a panel of eleven judges. Statements which were judged as irrelevant or which evoked inconsistent responses were eliminated from the final instrument. In addition, the judges evaluations were also utilized to achieve content validity of the scales.

The final form of the Position Paper Agreement Scale employed a five point Likert-type scale on which the principals indicated the extent to which they agreed or disagreed with each of the statements. Only two alternative responses for each item were provided on the Position Paper Practices Scale. Principals selected "YES" to indicate that specific practice was in use in the school or "NO" to indicate that it was not.

Findings

Characteristics of Principals

The analysis of the characteristics of the principals who participated in this study provided several findings which were pertinent to the professional competencies required of educational leaders.

Eighty-nine percent held at least an Oklahoma Standard Secondary School Principal's Certificate.

As a group, principals appeared to place a high value on continued professional education extending beyond the minimum required for their position. Forty-three percent of them reported that they had completed at least thirty-two hours of graduate work beyond the master's degree and over ten percent of the sample held either the Ph.D. or the Ed.D. To improve their competencies for dealing with the crucial issues of human rights, human relations, and desegregation, approximately seventy-seven percent of the respondents indi-

cated that they had participated in at least one workshop devoted to those topics.

It was also evident, however, that more than half the principals did not satisfy the minimum professional education requirements for the Standard Secondary School Principal's Certificate until after they had been appointed to a principalship.

The principals surveyed represented a high level of administrative experience. Seventy percent of the respondents reported that they had at least four years of experience as a high school principal.

Two other findings relative to the status of the high school principalship were also encouraging. Approximately ninety-seven percent of the principals were employed as full-time principals, and eighty-six percent held eleven or twelve month contracts.

Tests of the Hypotheses

The results of the one-way analysis of variance revealed no significant differences between principals of small, medium and large high schools based on their scores on each of the five Position Paper Agreement sub-scales of the Survey of High School Principals.

The F test did approach, but failed to achieve significance at the .05 level of confidence when the principals scores on the Human Rights Agreement and Educational Climate and Competencies sub-scales were compared. Further the

lowest mean score on each sub-scale was attained by the principals in the small high school group.

However, the results of this investigation failed to reject the following null hypotheses:

- Ho₁ There is no significant difference between the Values Orientation Agreement scores of principals of small, medium, and large high schools.
- Ho₂ There is no significant difference between the Human Rights Agreement scores of principals of small, medium, and large high schools.
- Ho₃ There is no significant difference between the Equality of Educational Opportunity Agreement scores of principals of small, medium, and large high schools.
- Ho₄ There is no significant difference between the Educational Climate and Competencies Agreement scores of principals of small, medium, and large high schools.
- Ho₅ There is no significant difference between the Professional Status Agreement scores of principals of small, medium, and large high schools.

No statistically significant relationship was found between the age level of principals and their scores on the Values Orientation Agreement, Human Rights Agreement, Educational Climate and Competencies Agreement, and Professional Status Agreement sub-scales. Therefore the following null hypotheses were not rejected.

- Ho₆ There is no significant difference between the Values Orientation Agreement scores of early, middle, and mature adult principals.
- Ho₇ There is no significant difference between the Human Rights Agreement scores of early, middle, and mature adult principals.
- Ho₉ There is no significant difference between the Educational Climate and Competencies Agreement scores of early, middle, and mature adult principals.
- Ho₁₀ There is no significant difference between the Professional Status Agreement scores of early, middle, and mature adult principals.

A difference between the principals of the three age groups was found to be statistically significant at the .01 level of confidence when the mean scores on the Equality of Educational Opportunity sub-scales were analyzed. The highest mean score on that sub-scale was attained by the principals classified as fifty years of age or older. Based on the analysis of the data the following null hypothesis was rejected:

- Ho₈ There is no significant difference between the Equality of Educational Opportunity Agreement scores of early, middle, and mature adult principals.

The highest percentage of positive responses on the Human Rights Practices sub-scale was recorded by the principals in the large school group. The chi square test revealed

that the differences between groups was significant at the .001 level of confidence. Therefore, the following hypothesis was rejected:

Ho₁₂ There is no significant difference between the principals of small, medium, and large high schools in the extent to which they have implemented those practices which demonstrate a commitment to the Human Rights philosophy of the position paper.

The analysis of the data failed to reject the following hypotheses:

Ho₁₁ There is no significant difference between the principals of small, medium, and large high schools in the extent to which they have implemented those practices which demonstrate a commitment to the Values Orientation philosophy of the position paper.

Ho₁₃ There is no significant difference between the principals of small, medium, and large high schools in the extent to which they have implemented those practices which demonstrate a commitment to the Equality of Educational Opportunity philosophy of the position paper.

Ho₁₄ There is no significant difference between the principals of small, medium, and large high schools in the extent to which they have implemented those practices which demonstrate a commitment to the Educational Climate and Competencies philosophy of the position paper.

Ho₁₅ Principals of small, medium, and large high schools do not differ significantly in Professional Status.

The principals classified as fifty years of age or over reported the highest percentage of positive practices when they responded to the Human Rights, and Educational Climate and Competencies sub-scales. The chi square test revealed that the differences between the three age-level groups were significant at the .05 level of confidence.

As a result, the following hypotheses were rejected:

Ho₁₇ There is no significant difference between early, middle, and mature adult principals in the extent to which they have implemented practices which demonstrate a commitment to the Human Rights philosophy of the position paper.

Ho₁₉ There is no significant difference between early, middle, and mature adult principals in the extent to which they have implemented practices which demonstrate a commitment to the Educational Climate and Competencies philosophy of the position paper.

The analysis of the data did not reveal a significant relationship between the chronological ages of principals and their leadership behavior as measured on the Values Orientation and Equality of Educational Opportunity sub-scales, although the mature adult principals reported the highest percentage of positive practices on each of those scales. Therefore, the following hypotheses were not rejected:

Ho₁₆ There is no significant difference between early, middle, and mature adult principals in the extent to which they have implemented practices which demonstrate a commitment to the Values Orientation philosophy of the position paper.

Ho₁₈ There is no significant difference between early, middle, and mature adult principals in the extent to which they have implemented practices which demonstrate a commitment to the Equality of Educational Opportunity philosophy of the position paper.

No significant relationship was found between the age level of principals and the degree of professional status principals were accorded by their respective superintendents and boards of education. The analysis of responses failed to reject the following hypothesis:

Ho₂₀ Early, middle, and mature adult principals do not differ significantly in professional status.

Other Major Findings

Most principals had implemented specific practices which indicated their commitment to the concepts of individual justice and due process. Seventy-eight percent of the principals reported that grievance procedures for students had been established in their schools, and eighty-eight percent indicated that teachers were dismissed only after they had been presented with a formal statement describing the grounds for dismissal. Rules governing student behavior had been

published and made available to students in ninety-eight percent of the schools, and in seventy-eight percent of the schools, students were provided a hearing prior to suspensions in excess of five days.

Ninety-three percent of the respondents agreed that the school has a responsibility to respect individual student differences. However, sixty percent reported that their schools maintained a dress and grooming code other than one designed to protect student health and safety.

While fourteen percent of the principals were undecided, forty-one percent agreed that when school personnel respect the privacy of high school students, they compromise the trust parents have placed in the school.

Twenty-four percent of the principals believed that the establishment of formal grievance procedures stimulates open dissatisfaction among subordinates. Only fifty-nine percent reported that formal grievance procedures for teachers had been implemented in their schools.

The belief that non-compulsory school sponsored prayer should have a role in the education of students was shared by sixty-seven percent of the respondents, while twenty percent were undecided. Non-compulsory prayer and/or Bible readings were part of the daily school activities in twenty-nine percent of the schools.

Seventy-nine percent of the respondents believed that it was appropriate for principals to exert special effort to

insure participation by members of ethnic minorities and low income groups in the total school program. In that same vein, only nine percent of the principals believed that there is less need to emphasize equality of educational opportunity today than in the early 1960's. Eighty-one percent of the principals reported that the charters and constitutions of the student clubs and organizations of their schools specifically guaranteed the right of ethnic minorities to participate. It appeared significant, however, that almost a fifth of the respondents reported that this opportunity was not guaranteed to members of minority groups.

Some lack of agreement between principals' attitudes and practices was evident in regard to the Equality of Educational Opportunity dimension of the position paper. In eighty percent of the schools included in this survey, students were required to pay fees in order to participate in certain courses of instruction, and fifty-nine percent of the principals indicated that special programs had been conducted to improve teachers' competencies to work with disadvantaged students.

Principals were highly supportive of the general concept of student participation in decision-making. Eighty-four percent of them did not view such student involvement as an impediment to the achievement of educational goals. Eighty-four percent also believed that high school students should participate in the development of rules and regulations

which govern student behavior. However, seventy-five percent of the respondents shared the view that students should be limited to an advisory role when they are involved in resolving school problems or establishing school policies. Only fifty-three percent of the schools represented in the survey provided leadership training programs for newly elected student officers and members of their student councils.

While teachers had been involved in an annual assessment of the curriculum in seventy-eight percent of the schools, faculty participation in other decision-making areas was somewhat limited.

Half of the principals reported that teachers were not directly involved in the identification and selection of the criteria upon which they were evaluated. In only fifteen percent of the schools were teachers systematically involved in the selection of new teachers.

Eighty-three percent of the principals reported that a conference was conducted with each teacher after an evaluation or observation of the teacher's performance was accomplished.

Principals who participated in this study reflected a lack of consensus regarding their role during professional negotiations between teachers and boards of education. Thirty-two percent of the respondents agreed that principals should represent the board in such proceedings, while twenty-four percent were undecided and forty-four percent did not

believe that principals should act as agents of boards of education.

Ninety-one percent of the principals agreed that, in the final analysis, the major justification for the position of the principal is the provision of leadership.

The practice of hiring teachers only upon the recommendation or approval of the principal was followed in eighty-two percent of the schools. Seventy-five percent of the principals also reported that their superintendent involved them in planning the allocation of physical and financial resources used in their schools.

Only fifty-four percent of the principals reportedly participated in board of education meetings as spokesmen for the needs and accomplishments of their schools.

Sixty-two percent of the principals reported that the position of the principal was not clearly defined in their contracts.

Conclusions

Based on the findings of this investigation the following conclusions were drawn:

1. It does not appear that the philosophy of professional leadership adopted by the Oklahoma Association of Secondary School Principals has influenced the criteria upon which high school principals have been selected.
2. Many high school principals have not extended their leadership influence beyond the limits of the expectations

which the professional and lay sectors of the educational community hold for the principalship.

3. Consistent with the position paper, many high school principals have sought to improve their competencies through additional professional education and through workshops dealing with current and critical issues in American education.
4. Many principals were not sensitive to the negative attitudes toward the law and citizenship integrity their schools were engendering in students by continuing to impose or permit practices which the courts have determined to be clear abrogations of students' constitutional rights.
5. Many principals have not exercised leadership to develop and implement programs designed to improve the leadership potentialities of student officers and members of student councils for meaningful and contributive involvement of students in the life of the school.
6. Many high school principals were not sensitive to the uniqueness of their educational leadership roles and to the damage principals would cause to faculty-principal rapport and the educational climate of the school by representing boards of education during professional negotiations with teachers.
7. Most Oklahoma high school principals demonstrated a professional willingness to examine their attitudes and

administrative practices, as well as the leadership philosophy of the Oklahoma Association of Secondary School Principals.

8. Principals agreed with the general philosophy of the position paper, but lacked consensus on many specific concepts and practices which were extensions and implementations of that philosophy.
9. Many principals have been effective in implementing practices which demonstrate a commitment to the principles of the position paper and in providing a democratic orientation for staff and student relationships. However, a noticeably large number have continued to cling to practices associated with a management rather than a leadership orientation to the high school principalship.

Recommendations

As a result of this investigation, the following recommendations were made:

1. The Oklahoma Association of Secondary School Principals should consider several courses of action to eliminate the disparity between its philosophy of educational leadership and the attitudes and practices of high school principals.
 - a. The entire membership of the association should be involved in an extensive examination of the position paper in an attempt to identify and clarify those

concepts and processes which are fundamental expressions and extensions of the principles expressed in the paper.

- b. Workshops should be sponsored to acquaint principals with those processes and procedures which have proven successful in stimulating and utilizing the effective participation of students and faculty in the decision-making processes of the school.
 - c. A definitive statement describing the role of the principal in professional negotiations between teachers and boards of education should be developed. Consideration should be given to the unique educational leadership position of the principal as it relates to the principal's influence upon the learning climate of the school.
2. The professional preparation of high school principals should provide future educational leaders with the competencies needed to effectively implement the democratic ideals and values, which are fundamental to this nation, into the processes of human relationships within the school.
 3. Principals should assess their behavior in terms of their responsibility to operate the school in a manner consistent with the law and in terms of the school's responsibility to foster among students a respect for the laws of the nation.

4. Principals should launch a campaign to acquaint school superintendents, boards of education, teachers and laymen with the position paper and the need for developing school commitments to implement its intent.
5. Further research should be undertaken to determine whether or not there is a relationship between the level of principals' preparation in the social studies and the extent to which principals have developed a leadership orientation toward the principalship which is consistent with the ideals and values of a democratic society.

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APPENDIXES

APPENDIX A

"THE SECONDARY SCHOOL PRINCIPALSHIP"

A Position Paper

THE SECONDARY SCHOOL PRINCIPALSHIP

Adopted May 3, 1969

by the

Oklahoma Association

of

Secondary School Principals

THE SECONDARY SCHOOL PRINCIPALSHIP

INTRODUCTION

Why is it necessary for professional school principals to describe the school principalship as a new kind of leadership position? What factors have evolved in education and in society which make necessary the development of a different description of this position? Should a new statement be developed of the position, consistent with present conditions, rather than to simply restate old positions based chiefly on so-called rights and responsibilities of school principals? Is it not proper for professional secondary school principals to develop a philosophy of the secondary principalship rather than simply to accept the role which school superintendents, boards of education, classroom teachers, and the community assign to them?

These are questions which were considered by the Oklahoma Association of Secondary School Principals in developing this statement of the philosophy underlying the secondary school principalship as they foresee it in the years immediately ahead.

WE BELIEVE

Leader behavior in this democratic society should be based on the moral and political values which are the foundation of our democracy: the worth of the individual, cooperation among peers, truth and moral responsibility, individual and social justice, freedom to pursue goals which do not infringe on the rights of others, and the application of reason by man as the best means for the resolution of his problems.

Resulting leadership must therefore respect human rights which stem from these values, such as freedom of speech and press and religion, the right of due process by law, the right of privacy, the right of dissent, and equality of opportunity for every individual in all aspects of society. Decision making involves values, and the principal and school should behave in a manner which reflects these values.

Thus, the principal as an educational leader must have a deep commitment to the achieving of equality of educational opportunity and to the developing of schools which can attain this goal. He should work courageously to create in the school conditions which will permit all students to gain equal access to the school programs which will meet their needs. He must pledge himself to make effective the integration of minority individuals and groups in the life of the school and ultimately of the community.

To attain these goals the principal must be professionally competent. Boards of education and superintendents of schools should provide him with the authority to exercise his responsibility for effective leadership within a framework of careful adherence to the integrity and the human rights of both teachers and students.

The principal must have the opportunity to make recommendations regarding the appointment and promotion of professional and non-professional staff in the school. He should be regarded by the central administration, the superintendent and the board of education as a major professional consultant on matters related to the school over which he has jurisdiction.

The principal should be provided with a professional administrative and supportive staff in sufficient quantity to permit him to exercise a genuine leadership role in the improvement of the quality of instruction.

No principal can provide effective leadership in a school unless he is able to develop rapport with the instructional staff. His basic concern should be conditions within which the best contributions of the staff can be made. Under these conditions, teachers must regard the principal as the school's educational leader who must administer general school district policies. The principal should encourage the instructional staff to become deeply involved in providing the leadership and contributions necessary for the development of a school program challenging and suitable for the students.

The principal has the responsibility of creating the conditions which encourage effective participation, not only of the faculty but also of students, in decision making and in the development of policies and regulations affecting the school. He must recognize the changing nature of the societal climate for children and youth and make adequate provision for deeper involvement of faculty and students in the life of the school and in this decision-making process.

In the last analysis the principal is responsible for creating a healthy and stimulating climate in the school within which superior education will be possible. In turn, we believe that a principal has a right to expect the active continuing support of the superintendent and board of education as he discharges his responsibilities to the staff and to the students within the above framework.

Finally, the principal is responsible for interpreting honestly and clearly the accomplishments and needs of the school to the superintendents, the board of education and to the community which the school serves.

Oklahoma Association of Secondary School Principals

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This paper was written by the Leadership Committee of OASSP and adopted by the membership. Chairman of the Leadership Committee was Dr. Ray Knight. Members were: Dick Neptune, Bob Gaut, June Dawkins, Bert Corr Jr., Dr. Bill Shell, Henry Whitlow Jr., and Dr. Glenn Snider.

APPENDIX B

SURVEY INSTRUMENT

SURVEY OF HIGH SCHOOL PRINCIPALS

Note. Please do not write your name on this questionnaire. All data collected through this survey will be reported in general terms. You will not be identified with the information you submit.

PART I

Your responses to the items in this section will provide information for the development of a current profile of the Senior High School Principal. Please respond by placing an "X" in the appropriate boxes or by filling in the blanks where applicable. Choose only one answer for each question.

1. Sex: Male ☐ ; Female ☐
2. Age: Under 30 ☐ ; 30 to 39 ☐ ; 40 to 49 ☐ ; 50 or over ☐
3. Race: Black ☐ ; Native American ☐ ; White ☐ ; Other ☐
4. Please check the type Oklahoma Certificate you hold:
 Standard Secondary School Principal ☐ ;
 Provisional Secondary School Principal ☐ ;
 Other, specify (only if you have not qualified for the Standard or Provisional) _____ ☐
5. Grade levels included in the school where you are principal:
 9-12 ☐ ; 10-12 ☐ ; 11-12 ☐ ; Other, specify _____ ☐
6. Number of students enrolled on November 1, 1974: _____
7. Percentage of enrollment represented by the following categories:
 Black _____%; Native American _____%; Spanish American _____%
8. Number (full-time equivalency) of assistant principals and/or vice-principals on the staff: _____
9. Number (full-time equivalency) of salaried secretaries and/or clerks on your office staff: _____
10. Number of months for which your services have been contracted:
 9 ☐ ; 10 ☐ ; 11 ☐ ; 12 ☐ ; Other, specify _____ ☐
11. Number of years you have been in your present position:
 Less than 1 ☐ ; 1 to 3 ☐ ; 4 to 6 ☐ ; over 6 ☐
12. Are you a full-time principal? Yes ☐ ; No ☐

13. Number of years you have served as a high school principal:
 Less than 1 ☐ ; 1 to 3 ☐ ; 4 to 6 ☐ ; 7 to 9 ☐ ;
 10 to 12 ☐ ; 13 to 15 ☐ ; over 15 ☐
14. What was your chief assignment immediately prior to your first high school principalship?
 Junior high school principal ☐ ; Elementary principal ☐ ;
 High school assistant or vice-principal ☐ ;
 Dean, counselor or other guidance position ☐ ;
 High school teacher ☐ ; Athletic coach or director ☐ ;
 Other, specify _____ ☐
15. How many years of teaching experience did you have prior to your first high school principalship? Do not include years as a full-time administrator.
 Less than 5 ☐ ; 5 to 7 ☐ ; 8 to 10 ☐ ; over 10 ☐
16. Did you hold or qualify for an Oklahoma Standard Secondary School Principal's Certificate when you assumed your first high school principalship?
 Yes ☐ ; No ☐
17. Please indicate the area of your undergraduate major. If you had a double major, list the area in which you had the most hours.

18. What is the highest earned degree you hold?
 Bachelor's degree ☐ ; Master's degree ☐ ;
 Master's degree plus sixteen to thirty-one graduate hours ☐ ;
 Master's degree plus thirty-two or more graduate hours ☐ ;
 Master's degree plus all course work for the doctorate ☐ ;
 Ed. D. ☐ ; Ph. D. ☐
19. As a graduate or undergraduate student, did you complete any course work which dealt specifically with such topics as group dynamics, group processes, and/or organizational communications?
 Yes ☐ ; No ☐
20. Within the past three years, have you attended any workshops or conferences dealing with human relations, human rights, or problems associated with desegregation?
 Yes ☐ ; No ☐

PART II

This section will provide information about principals' attitudes towards various educational practices in the public high school. After you read each statement, please indicate the extent to which you agree or disagree with it by circling one of the five symbols which best expresses your feeling about the statement.

The responses are:

SD - strongly disagree
D - disagree
? - undecided
A - agree
SA - strongly agree

- | | |
|---|-------------|
| 1. Beginning teachers could do a better job of meeting students' needs if they knew more about the community they serve. | SD D ? A SA |
| ----- | |
| 2. When school personnel act in a manner which respects (-) the privacy of high school students, they compromise the trust parents have placed in the school. | SD D ? A SA |
| ----- | |
| 3. The involvement of high school students in decision-making (-) hampers the achievement of educational goals. | SD D ? A SA |
| ----- | |
| 4. Within the school, the principal is the key person for initiating change. | SD D ? A SA |
| ----- | |
| 5. The best approach to involving professional staff (-) members in decision-making is to wait until they express a desire for involvement. | SD D ? A SA |
| ----- | |
| 6. During professional negotiations between teachers (-) and the board of education, it is appropriate for principals to represent the board of education. | SD D ? A SA |
| ----- | |
| 7. The major thrust of any accountability program should be directed at assessing the school's responsiveness to students' needs. | SD D ? A SA |
| ----- | |
| 8. The establishment of formal grievance procedures (-) stimulates open dissatisfaction among subordinates. | SD D ? A SA |
| ----- | |
| 9. The application of reason is more desirable than reliance on absolute authority in decision-making. | SD D ? A SA |
| ----- | |
| 10. High school students should participate in the development of rules and regulations which govern student behavior. | SD D ? A SA |
| ----- | |
| 11. The school has a responsibility to respect individual student differences. | SD D ? A SA |
| ----- | |

- | | |
|---|----------------------|
| 12. It is not appropriate for principals to exert special
(-) effort to insure participation by members of ethnic
minorities and low-income groups in the total school
program. | SD D ? A SA
----- |
| 13. A school staffed by teachers of similar racial, edu-
(-) cational, and social backgrounds can be just as
effective as a school staffed by teachers of varied
backgrounds and races. | SD D ? A SA
----- |
| 14. Present Oklahoma Statutes adequately define the
(-) principalship and the legal limits of the principal's
rights and responsibilities. | SD D ? A SA
----- |
| 15. The principal should encourage instructional experi-
mentation by the faculty. | SD D ? A SA
----- |
| 16. With the exception of those cases involving a threat
to safety, students should be afforded a hearing
prior to suspension. | SD D ? A SA
----- |
| 17. Effective education should open the minds of students. | SD D ? A SA
----- |
| 18. Generally speaking the principal is in an insecure
position. | SD D ? A SA
----- |
| 19. There is less need to emphasize equality of educa-
(-) tional opportunity today than in the early 1960's. | SD D ? A SA
----- |
| 20. Faculty involvement in decision-making impairs the
(-) relationship between the principal and the superin-
tendent. | SD D ? A SA
----- |
| 21. Principals should have a right to collectively
negotiate with the superintendent and the board of
education regarding the conditions of their employment. | SD D ? A SA
----- |
| 22. When high school students are involved in resolving
(-) school problems or establishing school policies, they
should be limited to an advisory role. | SD D ? A SA
----- |
| 23. The school fails when it does not provide the student
an opportunity to develop an appreciation of his or
her own worth. | SD D ? A SA
----- |
| 24. The principal who does not have the opportunity to
make recommendations regarding the appointment of
professional and non-professional personnel to the
school's staff is severely handicapped in his
capacity to provide educational leadership. | SD D ? A SA
----- |
| 25. The present generation of high school students is
faced with more responsibility for decision-making
in their lives than were the members of earlier
generations. | SD D ? A SA
----- |

- | | |
|---|-------------|
| 26. Evaluative data compiled on any teacher should be discussed with the teacher. | SD D ? A SA |
| ----- | |
| 27. Students should not be charged fees for admission to or participation in any course of instruction. | SD D ? A SA |
| ----- | |
| 28. Non-compulsory school sponsored prayer has a definite (-) role in the educational program of students. | SD D ? A SA |
| ----- | |
| 29. The principal who involves high school students and (-) teachers in the decision-making process is abdicating the leadership role assigned to him by the superintendent and the board of education. | SD D ? A SA |
| ----- | |
| 30. When the school encourages individuality, the (-) educational program suffers. | SD D ? A SA |
| ----- | |
| 31. The principal is chiefly responsible for providing a healthy and stimulating school climate for students and faculty. | SD D ? A SA |
| ----- | |
| 32. Specific procedures should be established through which teachers may voice grievances. | SD D ? A SA |
| ----- | |
| 33. In the final analysis the major justification for the position of the principal is leadership. | SD D ? A SA |
| ----- | |
| 34. The best way to undermine the principal is to have (-) the teachers evaluate him. | SD D ? A SA |
| ----- | |
| 35. Principals and teachers are the best judges of which (-) school programs best serve the needs of individual students. | SD D ? A SA |
| ----- | |
| 36. Man has increased his storehouse of knowledge by challenging "accepted truths." | SD D ? A SA |
| ----- | |

PART III

This section will provide information about practices which are currently employed in or affect the conduct and operation of public high schools in Oklahoma. Each item cites a specific practice. If the practice is present in your school, please respond by circling "YES." If it is not present, circle "NO."

- | | |
|---|--------|
| 1. Teachers are hired only after your approval or recommendation. | YES NO |
| ----- | |
| 2. The position of the principal is clearly defined in your present contract. | YES NO |
| ----- | |
| 3. Teachers are involved in the development of faculty meeting agendas. | YES NO |
| ----- | |
| 4. The school has a program to identify potential "drop outs." | YES NO |
| ----- | |

- | | | |
|--|-------|----|
| 5. At least annually, the faculty is involved in identifying areas of strengths and weaknesses in the curriculum. | YES | NO |
| | ----- | |
| 6. Students are provided a hearing prior to suspensions in excess of five days. | YES | NO |
| | ----- | |
| 7. Students are required to pay fees in order to participate (-) in certain courses of instruction. | YES | NO |
| | ----- | |
| 8. Pregnant students are permitted to enroll in regular courses conducted at the school. | YES | NO |
| | ----- | |
| 9. Board of education policies require you to represent the (-) board of education during negotiations between the board and the teachers. | YES | NO |
| | ----- | |
| 10. Specific procedures are established through which students may appeal disciplinary decisions and practices. | YES | NO |
| | ----- | |
| 11. Rules and regulations of the school are published and made available to all students. | YES | NO |
| | ----- | |
| 12. You involve the faculty in evaluating your effectiveness as principal. | YES | NO |
| | ----- | |
| 13. The school provides leadership training programs or workshops for newly elected student officers and members of the student council. | YES | NO |
| | ----- | |
| 14. Job descriptions clearly define specific responsibilities assigned to professional and non-professional personnel. | YES | NO |
| | ----- | |
| 15. You are able to accomplish the duties of your office within the number of months you are under contract. | YES | NO |
| | ----- | |
| 16. The school has a dress and grooming code, other than one (-) designed to protect student health and safety. | YES | NO |
| | ----- | |
| 17. Within the past two years, faculty conferences or in-service workshops devoted to human relations and/or values clarification have been conducted. | YES | NO |
| | ----- | |
| 18. Specific grievance procedures for teachers are outlined in some published form. | YES | NO |
| | ----- | |
| 19. School programs and assemblies designed to depict or (-) celebrate the culture and heritage of any particular ethnic group are avoided. | YES | NO |
| | ----- | |
| 20. Teachers, regardless of length of service, are dismissed only after they have been presented with a formal statement describing the grounds for dismissal. | YES | NO |
| | ----- | |
| 21. In-service programs or workshops are conducted for the purpose of improving teachers' abilities to work with disadvantaged students. | YES | NO |
| | ----- | |

- | | | |
|--|-------|----|
| 22. Teachers are directly involved in the identification and selection of criteria upon which they are evaluated. | YES | NO |
| | ----- | |
| 23. Students have membership on committees charged with evaluating the curriculum. | YES | NO |
| | ----- | |
| 24. The faculty is systematically involved in the selection of new teachers. | YES | NO |
| | ----- | |
| 25. Members of the non-professional staff are provided training in human-relations on a regular basis or at least annually. | YES | NO |
| | ----- | |
| 26. You meet with the student council or its representatives on a regularly scheduled basis. | YES | NO |
| | ----- | |
| 27. Non-compulsory prayers and/or Bible readings are included (-) in the daily school activities. | YES | NO |
| | ----- | |
| 28. Charters or constitutions of the various student clubs and organizations specifically guarantee the right of ethnic minorities to participate. | YES | NO |
| | ----- | |
| 29. You participate in board of education meetings as a spokesman for the needs and accomplishments of your school. | YES | NO |
| | ----- | |
| 30. Students' use of petitions is formally stated as an acceptable grievance procedure in the student handbook or in published school policies. | YES | NO |
| | ----- | |
| 31. A conference is conducted with each teacher after you complete an evaluation or observation of the teacher's performance. | YES | NO |
| | ----- | |
| 32. Students have a voice in determining the codes and regulations which govern their behavior. | YES | NO |
| | ----- | |
| 33. Married students are prohibited from participating in (-) extra-class activities. | YES | NO |
| | ----- | |
| 34. The school conducts a follow-up study of graduates who do not attend college. | YES | NO |
| | ----- | |
| 35. The faculty sponsor of the school newspaper or other school (-) official may exclude from publication those student articles which criticize school policies or practices. | YES | NO |
| | ----- | |
| 36. Within the past two years, student activity programs have been evaluated to increase student participation. | YES | NO |
| | ----- | |
| 37. A professional negotiations agreement has been developed between the board of education and the teachers in your school district. | YES | NO |
| | ----- | |

- | | | |
|---|-------|-------|
| 38. Adequate clerical and secretarial staff is available to permit you to devote sufficient time to the supervision and improvement of instruction. | YES | NO |
| | ----- | ----- |
| 39. The superintendent involves you in planning the allocation of physical and financial resources used in your school. | YES | NO |
| | ----- | ----- |
| 40. You have the authority to approve curriculum changes, which do not involve significant financial costs, within the school. | YES | NO |
| | ----- | ----- |
| 41. The superintendent regards you as a needed consultant on matters related to your school. | YES | NO |
| | ----- | ----- |

APPENDIX C

THE FIVE DIMENSIONS OF "THE SECONDARY SCHOOL PRINCIPALSHIP" AND RELATED SURVEY ITEMS

Values Orientation

Leader behavior in this democratic society should be based on the moral and political values which are the foundation of our democracy: the worth of the individual, cooperation among peers, truth and moral responsibility, individual and social justice, freedom to pursue goals which do not infringe on the rights of others, and the application of reason by man as the best means for the resolution of his problems.

Values Orientation Agreement Items

9 11 17 23 30 36

Values Orientation Practices Items

10 16 20

Human Rights

Resulting leadership must therefore respect human rights which stem from these values, such as freedom of speech and press and religion, the right of due process by law, the right of privacy, the right of dissent, and equality of opportunity for every individual in all aspects of society. Decision making involves values, and the principal and school should behave in a manner which reflects these values.

Human Rights Agreement Items

2 8 16 28 35

Human Rights Practices Items

6 11 17 18 27 30 35 37

Equality of Educational Opportunity

Thus, the principal as an educational leader must have a deep commitment to the achieving of equality of educational opportunity and to the developing of schools which can attain this goal. He should work courageously to create in the school conditions which will permit all students to gain equal access to the school programs which will meet their needs. He must pledge himself to make effective the integration of minority individuals and groups in the life of the school and ultimately of the community.

Equality of Educational Opportunity Agreement Items

1 12 13 19 27

Equality of Educational Opportunity Practices Items

7 8 19 21 28 33

Educational Climate and Competencies

No principal can provide effective leadership in a school unless he is able to develop rapport with the instructional staff. His basic concern should be conditions within which the best contributions of the staff can be made. Under these conditions, teachers must regard the principal as the school's educational leader who must administer general school district policies. The principal should encourage the instructional staff to become deeply involved in providing the leadership and contributions necessary for the development of a school program challenging and suitable for the students.

The principal has the responsibility of creating the conditions which encourage effective participation, not only of the faculty but also of students, in decision making and in the development of policies and regulations affecting the school. He must recognize the changing nature of the societal climate for children and youth and make adequate provision for deeper involvement of faculty and students in the life of the school and in this decision-making process.

In the last analysis the principal is responsible for creating a healthy and stimulating climate in the school within which superior education will be possible.

Educational Climate and Competencies Agreement Items

3 4 5 7 10 15 22 25 26 29 31 32 34

Educational Climate and Competencies Practices Items

3 4 5 12 13 14 22 23 24 25 26 31 32 34 36

Professional Status

To attain these goals the principal must be professionally competent. Boards of education and superintendents of schools should provide him with the authority to exercise his responsibility for effective leadership within a framework of careful adherence to the integrity and the human rights of both teachers and students.

The principal must have the opportunity to make recommendations regarding the appointment and promotion of professional and non-professional staff in the school. He should be regarded by the central administration, the superintendent and the board of education as a major professional consultant on matters related to the school over which he has jurisdiction.

The principal should be provided with a professional administrative and supportive staff in sufficient quantity to permit him to exercise a genuine leadership role in the improvement of the quality of instruction.

In turn, we believe that a principal has a right to expect the active continuing support of the superintendent and board of education as he discharges his responsibilities to the staff and to the students within the above framework.

Finally, the principal is responsible for interpreting honestly and clearly the accomplishments and needs of the school to the superintendents, the board of education and to the community which the school serves.

Professional Status Agreement Items

6 14 18 20 21 24 33

Professional Status Practices Items

1 2 9 15 29 38 39 40 41

APPENDIX D

LIST OF JUDGES

Judges Who Assisted in the Evaluation and Validation
of the Survey of High School Principals

Dr. Robert Bibens
Professor of Education
University of Oklahoma
Norman, Oklahoma

Dr. Bert Corr
Assistant Superintendent
for Curriculum
Norman Public Schools
Norman, Oklahoma

Dr. Ira Eyster
Director Law Focus
Curriculum
University of Oklahoma
Norman, Oklahoma

Dr. Robert Gaut
NHS/NJHS
National Association of
Secondary School Principals
Reston, Virginia

Dr. David Guilliams
Principal
Mayfield Junior High School
Oklahoma City, Oklahoma

Dr. Darrell Hill
Principal
Ada High School
Ada, Oklahoma

Dr. Gerald Kidd
Professor of Education
University of Oklahoma
Norman, Oklahoma

Dr. Bill Shell
Director of Research
Oklahoma City Public Schools
Oklahoma City, Oklahoma

Dr. Melvin Todd
Director of Curriculum
Oklahoma City Public Schools
Oklahoma City, Oklahoma

Dr. Mack Wedel
Professor of Education
Central State University
Edmond, Oklahoma

Mr. Henry Whitlow
Principal, retired
Tulsa, Oklahoma

APPENDIX E

CORRESPONDENCE RELATED TO THE STUDY

1043 Carlisle Circle
Norman, Oklahoma 73069
November 26, 1974

I would appreciate your assistance with the development of a questionnaire which will be used to collect data needed for a study of the senior high school principalship in Oklahoma. The questionnaire will constitute a fundamental element in my doctoral research being conducted under the direction of Dr. Glenn R. Snider, at the University of Oklahoma.

You have been selected to serve as a member of a panel of judges because of your experience and leadership in the educational community. Your efforts will be sincerely appreciated and will make a valuable contribution to this study.

Specifically, I am seeking your evaluation of statements related to the philosophy of leadership expressed in "The Secondary School Principalship," a position paper adopted by the Oklahoma Association of Secondary School Principals on May 3, 1969.

The enclosed questionnaire is divided into two parts. Part I is designed to discover principals' attitudes toward the position paper. Part II consists of specific practices and is designed to measure the extent to which the concepts of the position paper have been operationalized in the public senior high schools of Oklahoma. Instructions are included with the instrument.

In addition to your evaluation, I welcome any suggestions or recommendations which might improve the questionnaire.

Thank you for your assistance and consideration.

Sincerely yours,

Joseph W. Fleck

Oklahoma Association Of Secondary School Principals

Oklahoma Education Association

323 East Madison, Oklahoma City 73105

October 31, 1974

OFFICERS 1973-74

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116 Hill
Blackwell, Oklahoma 74631

President Elect
Dr. Darrell Hill
1400 Stadium Drive
Ada, Oklahoma 74820

Vice President
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CONSULTANTS
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Dr. Glenn R. Snider, OU
Dr. Joe Tidrow, TU
Dr. Mack Wedel, CSU

MEMBERSHIP SECRETARY
Charles B. McCauley
323 East Madison
Oklahoma City, Oklahoma 73105

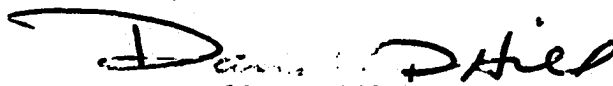
To All Oklahoma Secondary School Principals

Dear Principal:

Mr. Joe Fleck, a graduate student at the University of Oklahoma is undertaking a study which is highly pertinent to secondary school principals. Mr. Fleck's study is concerned with the principal's attitudes and practices as these relate to the position statement as adopted by our association.

As president of the Oklahoma Association of Secondary School Principals, I certainly endorse this study and encourage all principals to give their full cooperation and support to Mr. Fleck and his endeavors to add knowledge concerning our profession.

Respectfully yours,



Darrell D. Hill
President, Oklahoma Association of
Secondary School Principals

DDH/cw

1043 Carlisle Circle
Norman, Oklahoma 73069
January 15, 1975

Having recently been a high school principal, I am personally aware of the many demands placed on your time and energy, but I would appreciate your assistance with a study which we believe is particularly important at this time.

The research in which you are asked to participate focuses on "The Secondary School Principalship," a position paper adopted by the Oklahoma Association of Secondary School Principals on May 3, 1969. Associations of secondary school principals in several states have already addressed themselves to the task of defining the leadership role of the principal, while others are in the process of developing or revising such statements.

At a time when many diverse segments of the community are exerting increasing influence in determining the role of the public high school, it is more imperative than ever that secondary school principals have a well defined view of their leadership position.

By taking about thirty minutes to complete the enclosed questionnaire, you will provide information which should be very helpful to the Oklahoma Association of Secondary School Principals as attempts are made to improve the leadership image of the secondary school principal. Enclosed is a copy of the letter from Dr. Darrell Hill, President of OASSP, in which he expressed his endorsement of this study.

We do hope that you will complete the questionnaire at your earliest convenience.

You have my sincere thanks for your cooperation and best wishes for a productive and satisfying spring semester.

Sincerely yours,

Joseph W. Fleck

JWF:dls

Enclosures

1043 Carlisle Circle
Norman, Oklahoma 73069
February 19, 1975

A few weeks ago, a questionnaire was mailed to you and other selected Oklahoma high school principals. As the accompanying letters pointed out, the purpose of the questionnaire is to collect information for a study related to the leadership statement which was adopted by the Oklahoma Association of Secondary School Principals.

We know that there are many activities which demand your attention throughout the school day but hope that you will want to be a part of any effort to assess principals' views of their unique leadership roles.

Could we ask that you complete the enclosed questionnaire at your earliest convenience?

You have my personal thanks for your cooperation and my best wishes for a successful school year.

Sincerely yours,

Joseph W. Fleck

APPENDIX F

IBM CARD FORMAT

- Column 1-3 - Respondent identifier (not included in 80-80 listing)
- Column 4 - Age level
 (1) under 30
 (2) 30 to 39
 (3) 40 to 49
 (4) 50 or over
- Column 5 - School Size
 (1) small
 (2) medium
 (3) large
- Column 6 - Number of years in present position
 (1) less than one
 (2) one to three
 (3) four to six
 (4) over six
- Column 7 - Number of years as high school principal
 (1) less than one
 (2) one to three
 (3) four to six
 (4) seven to nine
 (5) ten to twelve
 (6) thirteen to fifteen
 (7) over fifteen
- Column 8 - Educational level
 (2) master's degree
 (3) master's degree plus sixteen to thirty-one graduate hours
 (4) master's degree plus thirty-two or more graduate hours
 (5) master's degree plus all course work for the doctorate
 (6) Ed.D. or Ph.D.
- Column 9 - Attendance at human relations, human rights, desegregation workshops
 (1) yes
 (2) no
- Column 10 - 45 (card 1) Responses to Position Paper Agreement Scale
- Column 10 - 50 (card 2) Responses to Position Paper Practices Scale

APPENDIX G

80-80 LISTING OF DATA CARDS

Card 1

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Card 2

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